DOCUMENT RESUME

ED 075 784 CS 000 468

AUTHOR	Noland, Ronald G., Ed.
TITLE	Children and Reading: The Human Connectives. Proceedings of the Reading Conference (Auburn, November 10, 1972).
INSTITUTION	Auburn Univ., Ala. Dept. of Elementary Education.
PUB DATE	Nov 72
NOTE	73p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Beginning Reading; *Conference Reports; *Developmental Reading; *Reading; Reading Diagnosis; *Reading Instruction; Reading Programs; *Reading Research

ABSTRACT

This publication is a compilation of the talks given at the 1972 Auburn University Department of Elementary Education Reading Conference. The theme of the conference was "Children and Reading: The Human Connectives." The topics and authors include: (1) "Children and Reading: The Human Connectives," by Donald E. Carline; (2) "Solving Problems through Books: Bibliotherapy," by Janet Warren; (3) "Some Problems and Solutions of Teaching Word Attack Skills to the Slow Learner," by Virginia Smythe and Janet Ennis; (4) "Developing Oral Language Abilities in Young Children," by Juanie Noland; (5) "Toward Self Direction in Reading," by Kenneth Cadenhead; (6) "The Classroom Teacher's Role in Diagnostic Teaching," by Elizabeth Allen; (7) "Individualizing Reading in the Classroom," by June Thomas; (8) "Investigating Individualized Techniques in Teaching Word Recognition Skills," by Bobby Byrne; (9) "Using Children's Literature in a Directed Reading Lesson," by Louise Valine; (10) "USSR: Uninterrupted Sustained Silent Reading," by Linda Harvey; (11) "Establishing Early Stimulation Programs," by Dick Carroll and Eunicestine Mullins; and (12) "Children and Reading," by Donald E. Carline. (WR)

ED 075784

CHILDREN & READING: THE HUMAN CONNECTIVES

Proceedings of the 1972 Reading Conference

Auburn University Elementary Education

Ronald G. Noland - Editor

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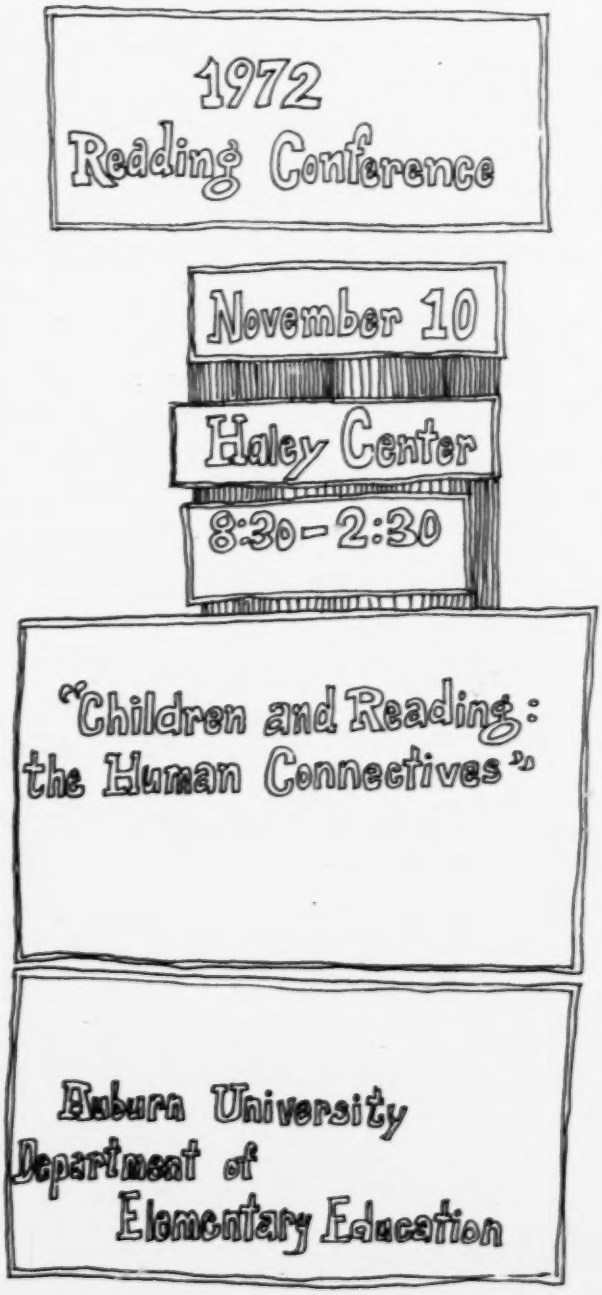
1972
Reading Conference
November 10
Haley Center
8:30 - 2:30
"Children and Reading:
the Human Connectives"
Auburn University
Department of
Elementary Education

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EDITORIAL COMMENT

Ronald G. Noland, Editor
Auburn University

Publication of the Proceedings of the 1972 Auburn University Department of Elementary Education Reading Conference is another vehicle by which we hope to promote increased awareness and interest in the importance of reading. The theme Children and Reading: The Human Connectives gives additional thrust to a topic which really matters-how may we as professionals translate what we know about children into meaningful learning situations. The topics included in this volume should aid immeasurably in this task by furnishing direction and reliable information to classroom teachers, administrators and other educational practitioners. Each professional person will want to critically evaluate the presentations, then select and adapt techniques and procedures that are applicable to the local situation and to the individual needs of students.

We who are deeply concerned with the education of students, are continually striving to improve our methods of facilitating the learning process. As we continue to focus on the individual student, as we become increasingly aware of the ways in which pupils differ from one another and as we attempt to recognize and respect these individual differences, we can begin to help students close any gaps in reading. The task is not easy. It is our challenge to know the specific reading strengths and weaknesses of the learner and to teach to these needs. Through meeting the needs of students, reading teachers will do much in helping each child to read to his expectancy level.

The editor wishes to express special appreciation to the authors who have contributed to this volume. Special recognition is accorded to the Auburn University Reading Clinic Staff-Mrs. Linda Harvey, Mrs. Aline Gibson, Mrs. June Thomas and Mrs. Louise Valine-for their administrative assistance. Dean Truman Pierce and his staff attended to many of the supportative details. My wife, Juanie, read and edited many of the manuscripts. Finally, a note of gratitude is given to Dr. Wayne Teague, Dr. Eldon Johnson, and the Auburn City School system for their financial support. To all of them I am deeply indebted.

RGN

CHILDREN AND READING: THE HUMAN CONNECTIVES

Donald E. Carline
University of Colorado

When children are learning how to read, their energies should be released cerebrospinally so that they can apply themselves fully. Reading is a peripheral nervous system process, so boys and girls must activate the process far beyond the credulous recognition of print. The momentum must reach the activation point of learning from print.

Children are stockholders in learning how to read. In one respect, that of possessing energies, they own all the stock. The teacher is the director. Unless the energies of children are simultaneously released, no learning can take place, and if no learning takes place the process of reading can never thrive. From the standpoint then of teaching children how to read, the induction of the release of pupils' energies is nothing more than motivation. This is the manifold of human connectives, the fact that the teaching composition is the releasing of pupils' energies and the directing of these energies into the profitable ways in which children become readers.

Presently, we find ourselves with the educational predicament of surplus teachers. However, this predicament may not be as serious as some people feel. It may be a blessing in disguise to children, for it may cause the teachers to release their own energies to the point of applying themselves fully, and activating their processes of teaching to the point of greater production. In view of these circumstances then, do teachers ever give serious thought as to "why are these children in school?" Why are they in school? Well, the parents of these children are immensely concerned over their educational development, the kinds of lives they will lead, and how they will make a living. The community and the state are directly involved in the civic and moral qualities of the citizens of tomorrow; in fact, society from the family gathering up to the national group are forever concerned about the present and the future welfare of their members. So, you see, the children in your classrooms are there because the society of which they are a part believes that education is needed for them to live and to make a living, to meet the problems of life, and to discharge social responsibilities. Children come to school to be changed, to grow and develop in certain ways, to have their behavior directed and improved. Reading is only one way in which children learn to grow and develop, but it requires upward of 85% of school time.

Children today live and grow in a very complex world, but luckily nature has endowed them with a few latent talents. They must utilize these talents to develop their abilities, and as they develop these foundational abilities, the abilities themselves gradually become more and more sophisticated. What are these abilities which seem to be so important? Who shall determine which abilities are most important? It seems likely that some abilities may be almost useless even if they are

acquired and that others not acquired may prove to be indispensible. In actuality, life is short and the world is growing more complex daily. What then, are the human connectives transversed between teacher and child whereby society can rely upon its teachers to emit to children for such an important undertaking in life, that of reading? Teachers are hired to think about, to select wisely, to emphasize, and to teach whatever leads to the greatest and most profitable assurance that children will know how to learn from print. So significant is this responsibility of teaching children how to read that I set it out by itself as the primary guide to remind teachers again and again of its importance and urgency.

THE TEACHER AS THE MOST IMPORTANT SOURCE OF MOTIVATION

When a child comes to school he brings with him intrinsic motivation, which is that insatiable desire to learn. He wants to read, to write, to work with numbers, to do art, to be musical, and to play. Play you know, is when they have an opportunity to be social, to make noise, and to get dirty. Those who understand children, know that little children like noise and dirt very much. Well, back to motivation!!

The teacher possesses that conscientious desire to provide for children that which they need to become learners, and to fulfill their insatiable desires; this is extrinsic motivation. When these two motivation forces meet learning takes place. Another way to describe it is to simply keep in mind that regardless of how exacting and carefully a teacher works at teaching he never teaches anyone anything at any time; the most he ever does is help him learn.

The center of motivation in school is the teacher. It is the teacher who controls the forces which react upon children. Unless the teacher himself exercises this control wisely and effectively, he cannot expect from children a full measure of learning application. It is the teacher who allows latent energies to lie dormant. In other words, the possibilities are lodged in the teacher. The extent to which the teacher possesses these possibilties and utilizes them determines the extent of the release of pupils' energies. The teacher is a source of stimulation, and he must do something that taps the abundant supply of energies residing within children. What is the teacher then, and what does he do to secure this connective application of releasing and directing the energies of children toward reading?

THE TEACHER

In practically every investigation relative to teaching, personality looms up as conspicuously and continuously significant. A. S. Barr, had written in his book Characteristic Differences of Good and Poor Teachers, as early as 1929, the following:

> "Not withstanding the importance attached to discipline, technique, and knowledge of subject matter, it has been found here as in previous investigations, that the chief sources of weaknesses among poor teachers are defective characteristics of personality."

Through the years, Barr's statements have been substantiated by famous educators, those most recently being Vito Perrone, Miles Zintz, the late Earl Kelley, Bill Martin, Jr., George Murphy, Lyman Hunt, and others.

It would be simple for me to list the dozens of desirable traits which numerous investigations over the years show are possessed by outstanding teachers. I won't though, because I want to propose the challenge for you to determine the feeling of the effect one person can have upon another. Better yet, I ask you to put yourselves in the place of a child and view from his side how certain qualities in his teacher would affect you and your latent energies. For example, children state that they work best with a teacher who is patient. Why do children say that? Suppose you are in an elementary class and the teacher has you involved in a reading activity. Gradually, all children have completed the activity but you. The teacher comes to you and says, "Dear me, you're always last. You're like a sheep's tail, always behind; one of these days you might do something right, and then I'll surely die of a heart attack." How would you feel? What would you think of the teacher? Would you be motivated enough to work harder or to rebel, or to simply quit, or to even hold bitter memories over the years for the activities which the teacher wanted you to complete? By imaginatively living through this situation and countless others like it which you can at this time think about, you may begin to realize the importance of the teacher in obtaining the release of the energies of children.

Further, children state that they like enthusiastic teachers. What bearing does enthusiasm have upon the desire or inclination to learn? If you are a pupil, would you experience a startling difference between an enthusiastic teacher and a lifeless or indifferent teacher? For example, I observed most recently in a sixth grade combination language arts and social studies class the following kinds of things taking

place. The teacher sat at her desk and looked blankly around; not a smile nor a bit of humor nor an emotional reaction ever emanated from that stoic appearance. Social studies happened to be history at this time and it contained a series of facts and events to be memorized. There was to be no deviation from this serious classroom expectation. The fact that history is recorded life did not occur to this teacher. She did not realize that she must make history come to life for her students. There was no more enthusiasm in her than the cold fact that Balboa died in 1517. This teacher seemed to me much more enthusiastic about putting a zero after each child's name in her daily record book than she was in the fact that Balboa discovered the Pacific Ocean, or that Eli Whitney invented the cotton gin. But you see, in the former she makes a move in recording; in the latter there is no discernable motion, physically, mentally, or emotionally. Pupils in that class were dieing by inches and soliloquizing: "Why must it be ever thus?" No wonder these children wanted enthusiastic teachers. The inner nature of these children wanted to live history but, they couldn't and received no further encouragement from the teacher.

Motivation is a human relationship, not a technical nor a statistical one, so knowing a list of desirable teacher traits certainly cannot make a teacher successful; in fact, the mere recording of these traits can be done on a tape recorder as well as in a teacher's mind. In teacher education too much faith is placed upon the living exemplification of these forces.

A good teacher is a dynamic, living portrayal of the forces that stimulate. What a teacher is determines in large measure what he can expect of others.

Another connective upon which attention should be focused is what the teacher does to secure the release of pupils' energies. Again, the answer cannot be found in any rule-of-thumb technique. The teacher can succeed in securing human exertion only to the extent that he discovers and utilizes the forces that reside within human beings, including himself. Therefore, he must know and understand children. What the teacher does influences decisively how these forces are brought to bear upon the promoting of learning how to read.

VALUES AND NEEDS

What should a teacher do, specifically, to effect application in learning to read? Why do some children keep plodding everlastingly in learning to read? A true answer to this latter question should lead to the discovery of several factors. Surely, value or need of the ability to learn how to read increases exertion. Some teachers

interpret value or need too narrowly and resort to such reminders as: "You'll need to know how to read for the big accountability test you're supposed to pass" or, "You'll never amount to anything important in life if you don't learn to read," Value or need, in the intended meaning, implies a feeling of life-significance which is too remote or far-fetched. For example, the need for accurate auditory-visual discrimination in the teaching of phonics can be reinforced in daily conversation and group discussions, in writing activities, and in many other reading related situations. Also, related experiences in health, citizenship, spelling, literature, history, science, social studies, music, art, mathematics, and a host of other curriculum elements have their immediate values and needs in reinforcing reading skills. It simply isn't necessary to hold the accountability test or next grade as threats. There are enough immediately rewarding values in becoming a reader so that good reading does not become a goal for the distant future. Of course, not all aims in schoolwork possess equal values from the pupils' viewpoint; but, even so, every teacher can and should find abundant opportunities to bring out the present value possibilities in learning how to read. It is expecting too much of pupils to insist that they learn to read merely for the sake of reading; pupils do not seriously respond to the old saying, "You may need that some day, so learn to read right now while you have this golden opportunity."

APPLICATION

Associated with the foregoing connective is another which can be labled as the application connective. Too often, reading instruction stops with mere verbal acquisition of words with some direction toward the memorization of certain facts. The pupil misses, therefore, the joy and satisfaction which comes to him when what he has learned from reading can actually be applied. The joy in learning from books is the result of applying knowledge and substance to a given task. For instance, interpreting directions for the installation of a doorbell can be invigorating, or the making of biscuits can be more gratifying than memorizing recipes. For one who can learn from books the projection of ideas can be far more provocative than picking out those facts which he was told to memorize. The child becomes tired and bored with the mechanical acquisition of words, assigned facts, definitions, principles and rules. Many teachers believe this is the essence of reading. But in reality, it is completely divorced from the most crucial and interesting aspect of the reading process, and that is application.

UNDERSTANDING

Another connective factor through motivation is understanding. It is surprising how much understanding is part and parcel of learning to read. The child who can glean an idea from the printed page glows with determination and self-satisfaction; he prepares himself to do more, to work harder and longer. He takes an interest in whatever labor of reading is before him. It is the continual absorption of insensible material through boring repetition and memorization that lowers ambition in reading to the zero point. A teacher, therefore, must concentrate on the way he involves his students in reading to secure an abundant release of pupils' energies so ideas can consistantly be lifted from printed pages.

EMOTIONS

The teacher who expects a full measure of pupil effort in any reading activity sets in motion, wherever possible and profitable, the connective of emotional forces that lie within his learners. Countless reading materials in the curriculum are to be lived and experienced emotionally; they were never intended to be dry-as-dust facts, to be infused by countless repetitions of skills. Whatever it is the child is reading, literature, poetry, history, science, all have numerous ideas which touch off the emotional and appreciational powers. This is how personal interests and tastes are generated. Why, it is this arousal of one's emotions in connection with many events and occurrences in these subjects or units that produces interest and reveals to him that he can learn from books. Why seek in a mysterious way for that intangible interest when it is before one's eyes? Many of us look for interest as residing in some faraway place; others think it jumps out of the book because we say it's there. Interest is close at hand; it comes truly and surely if the conditions that release it are provided. Take, for example, the sixth grade teacher who was reading history to her group and what she read included Marie Antoinette's jibe, "If they haven't bread, let them eat cake." One sixth grader said, "Any queen who could be so thoughtless about the people who are suffering so that she makes fun of them by saying 'eat cake if you have no bread,' deserves no mercy." This boy was beginning to live and appreciate the psychology of righteous indignation. This boy was in a mood to read more about the event himself; he gained an idea that had aroused the emotion of resentment. Call this a mood if you like. It is, but nevertheless, it is a strong factor in motivation. Be this mood pupil-or-teacher-initiated, it matters little; it is inducive to genuine interest and effort, emanating through emotion.

TEACHER INTEREST IN PUPILS' GROWTH

What else does a teacher do? He does more, of course, than the few things I have already mentioned. Among the traditional things, the first to be created is the manifestation of interest and concern for the pupils' growth and success. It is natural for a child to want to grow and succeed and to know that the teacher is also concerned and interested in his growth. It produces a vigorous attitude of the child toward his own progress. While supervising and observing the growth of pupils, the teacher who secures motivation is the one who treats learning difficulties as problems to be diagnosed and remedied, not opportuned occasions to reprimand or criticize. Individual differences must be respected. Success for each pupil should be judged according to the ability of that pupil, and every opportunity to succeed according to ability needs recognition. The teacher who watches for and recognizes the obstacles preventing success, and leads a child by appropriate helps and suggestions and words of encouragement to emerge as a success, wins the admiration of his pupils and increases their determination to work.

UTILIZATION OF PUPILS' INCLINATIONS

What other connectives can one look for to tap hidden sources of energy? Are there instincts or drives or innate tendencies which can be utilized? Experiment with your children to discover what they are and what they possess that can be aroused and directed toward effort in learning to be readers. Recall your own experiences to help you, regardless of the cries made by some psychologists that introspection is poor psychology (teachers do not overwork the process of introspection anyway). In either case, keep thinking about and discovering that which is good and wholesome. Your list of instincts or tendencies will no doubt include these among others: curiousity, gregariousness, play, physical activity, mental activity, manipulation, adventure, social approval, expressions, and acquisition.

An elementary principal's testimony may add meaning to this at this time. He related his experiences with two third grade teachers in his school. One teacher was highly successful; the other almost a failure. The failing one seemed to cross pupils at every turn (unknowingly, of course) by her threats and scoldings: "That's not good reading, first greaders could do better." "Now read; don't act as if you were dumb." "If that's reading with expression, then I prefer the rattle of tin cans tied to an automobile." Gradually, children balked outright when she called her reading group to work. Oh yes, there was some reading, but it was weak and lifeless. The successful teacher had pupils with her at every turn (you figure out the cause). She spoke to her children as follows: "That was good." "That was super."

"You're really fine readers and everyday you get better and better." "I missed a little something that time, Fred. Let's try it again and let me hear that smile in your voice." "You are reading so much better today, Jerry. Let's you and I read it together." Real, genuine reading took place every time the reading groups were called to order. Reading was a fun activity.

These two examples of teachers show that something was done in both cases; in one, the hidden sources of energy were pushed further back, in the other case, the sources were tapped and abundant energies surged forth. You may be certain that pupils learned more in one class than in the other. The moral in the principal's testimony is that pupils will respond when the right stimuli are provided, and they will sink back into inactivity when the wrong stimuli are used. The name given to the inclinations of pupils' instincts, or tendencies, or urges, matters little; the fact is that there are inclinations, and with the proper foresight and regulation of conditions these inclinations can be aroused along lines supporting the release of energy to increase reading activity. One cannot slap you across the face and expect your cooperation; neither can one call you a dunce and expect your love and admiration. Human beings are just not built that way. Some of the inclinations can be easily directed. A word of genuine praise by the treacher is a small thing, but, nevertheless it utilizes the inclinations to enjoy social approval; a problem gives the inclination of mental activity a chance to operate. All along the line these inclinations are present, not only in schoo! life, but in adult life. The teacher who knows more and understands more about living and life and human beings and has a feeling for children will know more about motivation. When the hidden springs of energy are discovered and utilized by the teacher, then and only then can he expect a full application of the powers residing within children.

GOOD TEACHING

Motivation is the bringing together of many inclinations and drives possessed by children and the utilization of these inclinations and drives to attain the desired ends. By understanding children, one understands motivation. He who neglects the ones who do the learning, neglects the power which supports learning. He who has a wholesome view of education knows that pupils must live and learn, and he makes that living and learning an enterprise, not a painful burden. Much motivation emerges from good teaching and good aims, not from an external inducement. The psychological phases of teaching as they relate to direction of the learning process must be strongly emphasized as immensely important in securing motivation. So often we hear it said that good teaching motivates, and rightly so, because good teaching includes, among other things, good purposes and the wise direction of learning. The teacher who sets the stage for learning how to read, who

uses wisely the types of learning required, who brings out aims with sufficient clearness and significance and vitality, does much to secure motivation. In fact, without these, the other things he does cannot fully compensate. Let us be aware of the commercial tricks and techniques recommended for securing the release of pupils' energy, and instead put our faith in the interpersonal relationships relating to permanent and fundamental factors supporting human exertion.

CONCLUSION

Appertaining to the human connectives, a teacher needs to recognize and value each child's uniqueness and cherish it as an individual's most priceless possession. This interpersonal relationship modifies our expectations and even makes us feel good when a child hears something other than what we thought we said. For what is heard by him is what was truly said to him. What is said and what is learned can only become more alike through continous discussion. Only when a learner feels free to reveal his understandings to the teacher can the teacher try to make himself clear by stating his ideas in another way. This is the recognition of individuality and we need to prize individual differences, not deplore them because this is in essence the involvement of human connectives between teacher and child, and the process of becoming a reader.

And now if I may, I would like to conclude with a poem. I call this poem The Unteachable Child, and it's rhythmic movement was intended for the musical theme song Man From LaMancha - or To Reach The Unreachable Star.

THE UNTEACHABLE CHILD

Taken from the musical Man From LaMancha--To Reach the Unreachable Star

To teach the unteachable child,
And to overcome an unconquerable foe,
You must search with unmovable vision
And tread where most teachers dare not go.

To right an unrightable wrong--
You must urge, harass, and cajole
This child whose mind is so weary
Needs your patience, help--heart and soul.

This is my code----to follow that lead;
Is it so helpless to fulfill that child's need?
Give him the right to seek without question or fear
The tools and desire to survive in the world that is here.

And I know if I'll be right to this glorious code
That my soul will be peaceful and my heart will be clear.
And when I lie down in that final repose,
The vision of fulfillment will thereafter be near.

And the world will be better for this
That one teacher was finally riled,
And strove with his last ounce of courage . . .
To reach the unteachable child.

SOLVING PROBLEMS THROUGH BOOKS: BIBLIOTHERAPY

Janet Warren
Auburn University

Educators have learned much about bibliotherapy from a branch of medicine-psychiatry. The term bibliotherapy was first defined in DORLAND'S ILLUSTRATED MEDICAL DICTIONARY (1) in 1941 as the "employment of books and the reading of them in the treatment of nervous disease." R. M. Tews in 1962 described the term as "a program of selected activity involving reading materials, planned, conducted, and controlled as treatment under the guidance of the physician for emotional and other problems." (1)

Emerald Dechant (4) indicated that reading can and often does serve as a tool for personal growth and adjustment. The term educators use to describe this process is bibliotherapy or therapeutic reading. Reading frequently helps the reader to overcome insecurity based on his relations with his peers or with his family. It may help him to accept himself for what he is, to obtain insights into his own problems, and to evaluate his own strengths and weaknesses.

Almost everyone has to face some personal problems. These range from the trivial distress caused by straight or unkept hair to the tragic loss of hearing or eyesight. However when one is eight-years-old, and is the largest or the smallest child in the class a problem exists for that student. Homes which are not like others may cause embarrassment. A new baby in the family can be upsetting. A foreign background may set one apart. These are only examples of the myriad of problems which confront the teacher. Perhaps through reading about problems that children have, teachers can help children face these problems realistically.

Children identify strongly with story characters they like and strongly reject characters they dislike. Empathy for physically handicapped people may be developed through reading. Empathy for people who are different. We as teachers often can identify a child with a problem but can only vaguely guess at the causes. And we are limited in remedies for all children. But, through the uses of therapeutic reading, I feel we can reach some children and help them.

STEPS IN A BIBLIOTHERAPHY PROGRAM--

The first step is to determine that a problem exists. It may seem trivial to an adult but the problem is most important to a child.

Many of the problems in an average class are highly personal. Sandra's family is on welfare, Tom's father and mother are getting a divorce, Hellen's father died and she must help support the family;

Bob is an adopted child; Carol's clothes look funny; James has a new baby sister and no one at home is paying him any attention. As a consequence, personal hurts and problems should be dealt with individually. Often a sympathetic word or an understanding pat can help. However, we also have our pride as of course children do--and the method has to be indirect. Teachers must help a child to incidentally discover a book with a theme about his problem. Let him discover others who have problems similar to his.

WAYS TO USE BIBLIOTHERAPY IN YOUR CLASSROOM--

In a program which is individualized in reading, bibliotherapy can be an asset. An individualized program in reading, is one in which the approach to reading emphasizes the development of the individual child rather than focusing on the importance of the materials, their sequence, and their absolute essentiality.

In an individualized program, the teacher has to do much planing. She must secure a wide variety of reading materials on a number of reading levels and she must determine the individual child's reading levels (independent and instructional). Probably the most unique element in an individualized reading program is the individual conference in which teacher and child discuss reading. The teacher may listen while the child reads or perhaps a book can be discussed. Bibliotherapy is an asset in this type of reading program because during the conference, the teacher, utilizing humane understanding, can often identify a problem and help in its solution. She can also suggest a book to help alleviate the problem.

Bibliotherapy can also be used with groups. When a problem is a class concern, the matter can be discussed openly and freely. Prejudices, fears and hates can be aired as these problems relate to the class. When we talk of these problems, we usually are able to partially conquer them. Children pick up stereotyped adjectives to describe persons of minority groups. These adjectives set character appraisals and some children feel all people in a certain group are similar and that there are no exceptions. Stories which give realistic pictures of persons can do much to dispel wrong stereotyped thinking. Stories of this sort plus healthful class discussion are means by which we can air our problems and try to solve them. Often one story read by the teacher will arouse interest; thinking is challenged. Then the children will search for other stories dealing with the same problem.

A teacher can also use bibliotherapy to prepare her group for new classmates. In an Anglo-Saxon community the influx of foreigners often presents a problem in the schools. One teacher wisely anticipated difficulty and read to her class Eleanor Estes's THE HUNDRED DRESSES. The pupils quickly recognized that the little girl in the

story with her strange name was a very nice little girl made extremely unhappy by the Browns, Smiths and the Joneses in her class. Then several weeks later when new faces arrived at school the class welcomed them.

We as teachers are concerned with reading success and the fundamental qualities of character and personality. The teacher is the best method. Let bibliotherapy help you do a better job as one way of helping solve problems in your classroom.

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SOME PROBLEMS AND SOLUTIONS OF TEACHING WORD ATTACK SKILLS TO THE SLOW LEARNER

Virginia Smythe and Janet Ennis
Auburn City Schools

In recent years many people have devoted much time and effort seeking answers to the problems confronting teachers in providing an instructional program for children not progressing satisfactorily in school.

Children in this category are identified as having a short attention span, being hyperactive, lacking interest or lacking intrinsic motivation, having a poor self concept and being a slow learner.

Children with these characteristics have generally met with little or no success in school. They have been frustrated with work that is too difficult or frequently work for which they have had no previous readiness to attack new skills.

These children like all children crave attention. Not being able to obtain attention in acceptable terms, they resort to unacceptable behavior and become discipline problems leading to their becoming "dropouts".

Teacher attitudes, understandings and expectations play a major role in dealing with the slow learner and the disadvantaged child. The teacher must convey confidence in the child, and emphasize the positive aspects concerning the child's effort and work. Often this is difficult to practice for behavior patterns are not changed quickly and classroom teachers feel pressed for time to be spent with the other children in the room. However, classroom instruction must start with the child at a level where he can function if frustration is to be elminated and success promoted.

With the problems existing in the classroom the teacher can readily suspect that traditional classroom teaching methods will not reach these children. New approaches are required.

Informal reading inventories have referred to independent level, instructional level and frustration level of instruction. When diagnosis is completed and the instructional level is determined, activities may be planned to assure success in learning. The work a child is asked to do independently should be work he can do with ease. This should be on a level lower than the instructional level, and, in most instances, insure success rather than failure. If a child is having difficulty with reading or is not reading at all, perhaps the expectations of the child are too great. There may be a need to work with some of the readiness factors. If a child cannot auditorally discriminate between beginning sounds, the reason may be that he has had no practice on a more concrete level in critical listening. If that

is what he needs, that is where instruction must begin. It would be useless to begin with letters and sounds at this point. The same is true concerning visual discrimination. If the child cannot perceive similarities and differences in shapes and patterns, he will not be able to discriminate one word from another.

It is important to know the needs of the child. If the teacher does not have access to previous tests measuring the needs of the child, it is imperative to administer diagnostic tests. The Dolch List or the vocabulary in the basal text can be used as a diagnostic tool for testing sight vocabulary. A short selection taken from the basal can be used to check comprehension and oral reading. This informal reading inventory will enable the teacher to find the weaknesses, thereby using the teacher's and child's time to the best advantage.

In general a slow learner has an eight months to two years delay in readiness to read. Many of these children are lacking in the areas of visual and auditory discrimination as well as visual and auditory memory.

In working with slow learners a technique that has helped surmount the problems of short attention span, lack of interest, and discipline is game-like activities. Most children are motivated to play a game. Once the child becomes genuinely interested his attention spans seems to lengthen. Success improves his self concept and discipline problems tend to diminish.

Some suggested activities that bring about desired results are as follows:

1. A size and shape checkerboard can be made to provide practice in visual discrimination. Using a basic shape in various sizes, the child must match individual shapes to the checker board. These individual pieces may be kept in an envelope attached to the back of the checkerboard.

2. Children can practice perceiving likenesses and differences in an adaptation of the game of dominoes. The "dominoes" have a small picture at each end of a small card and the players must match identical pictures. Shapes of various colors can be used on the dominoes. Holiday stickers can also be used effectively. This game can be adapted for beginning and ending sounds or vowels.

3. Jigsaw puzzles can be made from magazine pictures if there are no commercially made puzzles available. Mount the picture on cardboard and cut with simple curved lines. It is helpful to have an identical picture that can serve as a guide.

4. A Bingo board can be run off on a ditto with sixteen blocks. Words from the chalkboard are copied at random into the blocks by

the child. The teacher or another pupil flashes a card with one of the words that appears on the game board. Children cover their board with small markers. When a child covers four words in a row the game begins again. When the children have a sight vocabulary, the game can be played for word recognition. This begins with the teacher calling out a word. The winner then becomes the leader for the next round. This brings a greater feeling of success.

After visual and auditory readiness have been attained, the next level would be to develop a sight vocabulary. The game-like activities which have proved to be successful adapt themselves easily to the classroom which is set up in interest centers. The language experience approach offers many opportunities in the area of language development in which slow learners and disadvantaged children are weakest.

Some activities for building a basic sight vocabulary are as follows:

1. Using a bulletin board of sixteen nouns and a picture of each, the words are introduced to the children. The words are already in the child's speaking vocabulary. The words are printed an oaktag and cut out according to the configuration of the word. The bulletin board is used as a learning device in that beside each word a string is attached by a thumb tack. This string is cut so that it will reach to the picture that goes with the word. For instance, the string next to the word ball will reach the picture of the ball. In this manner the child can check to see if he read the word correctly. If the string does not reach the picture of ball or if it reaches farther than the picture the answer is not correct.

Using the same vocabulary that was introduced on the bulletin board and a very limited sight vocabulary (such as children's names, color words and number words) sentences are assembled. The child whose name appears in the sentence reads it. These words are printed on individual pieces of paper and can be manipulated in many patterns by the teacher or child.

3. For further practice in building sight vocabulary, the children make up their own Bingo cards. As the teacher calls out the words the children cover the word with small markers.

4. For added practice the words may be written on small pieces of styrofoam from egg cartons. The words are placed faced down. Two or three children take turns drawing a card. If the child can read the word he gets to keep it. If he cannot it must be returned to the center face down. The child with the most word cards at the end of the game wins.

5. To encourage comprehension of the same basic words, assemble a sentence chart. Put four sentences written on sentence strips at the bottom of the chart. Above them put four pictures each depicting one of the sentences. For example, "I saw one brown and blue house." The child then matches the sentence with the picture.

6. As a test at the end of the unit, the children play a game called "Climb the Ladder". The children copy the sixteen words on a picture of a ladder and read them to the teacher beginning at the bottom. The idea is to be able to climb to the top without missing any of the words.

It is noted that the suggested activities are designed to provide successful learning encounters. The motivated teacher who desires success with slow learners will capitalize upon the interests of the group and develop similar learning activities designed to overcome their limitations.

If success is not achieved with any of the mentioned activities, it is suggested that special learning techniques be used. The most effective remedial technique is the Fernald-Keller approach. This is often referred to as VAKT-visual, auditory, kinesthetic and tactile.

It is extremely good for children who cannot learn words in the usual manner. Children with short memory spans or learning disabilities profit greatly from this.

The instructor writes the word for the child and proceeds to focus the child's attention on the beginning sound, the ending sound, the configuration of the word, and the number of letters in it. The child then traces the word with his finger saying the word aloud before he begins the tracing, while he's tracing and once after he has completed the tracing. This involves all the senses as he sees the words, he says it, he feels it, and he hears it.

There are several adaptations of this technique. The child using the above method may write the word in sand. He may trace the word on sandpaper letters, write the word with clay, trace the word on the blackboard or write it in the air, which is called "sky writing". These techniques are also adaptable for learning spelling words.

For children who need the auditory stimulation the Language Master (Bell and Howell) is useful.

In all of these individual techniques the child meets success, sometimes for the first time. In each instance the teacher reinforces the success by telling the child these are special ways that will help him. In all teaching, the slow learner must be constantly given positive encouragement that the technique will work for him.

The following are some ideas for independent work on word recognition and word attack skills:

1. Make a mailbox out of a shoe box. Put a slit in the top for letters. Paint it like a mail box and print U.S. Mail on it. Make several postcards using vocabulary words that need to be reinforced. Put a word or a sentence on one side, underlining the word the child is to identify. On the reverse side paste a picture that illustrates the word. Put the cards in a pile. Each child takes a turn. He must say the word before he can "mail" it. If he cannot read the word he may turn the card over and look at the picture. If he cannot read the word he cannot "mail" the card. One child is appointed as the postman to check if the word is correct.

2. Picture Lotto is a good game for a small group of three children to play. Make up three cards with nine pictures from magazines. Each card should have a different set of pictures. Have the names of the objects on small slips of paper. Taking turns each child draws a slip of paper from the pile. If he can match his words to the picture on his card, he covers the picture with the word card. If he cannot read the word or match it to this card he must put it at the bottom of the pile. The game continues until all the words are used or until one child covers his card.

3. Hot Potato is similar to musical chairs. The children stand in a circle while the music plays. They pass a tennis ball around. When the music stops the child holding the ball must read the word. If he cannot he must leave the circle. The last one to miss wins the game.

4. Go Fish is a popular game. Make a fishing rod from a dowel rod or a stick with a string attached and a small magnet on the end of the string. Sight vocabulary words are written on colored paper cut into the shape of fish. A paper clip is attached to each fish. The "fish" can be placed in an empty aquarium or in a large box painted blue. The child fishes and then reads the word on the fish he catches. If he cannot read it, he must throw it back into the pond. If he can read it he keeps it. The child with the most fish at the end wins the game.

5. An individual tachistoscope can be made from an envelope and strips of oak tag. Each end is cut from the envelope and a square hole is cut from the center. Words are written on the oak tag strip which is fed through the envelope. As the words appear in the box the child reads them. One child at the same level or above can serve as a helper to the child reading.

6. Spin-a-Word is a small group game which enables children to practice vocabulary words and have fun at the same time. Cut

out a large circle from construction paper and mark off sections stemming from the middle. Make an arrow of sturdy paper or oak tag and attach it to the center with a brass fastener. Tape the spinner to the board and write the vocabulary words around the outside. The children take turns spinning the arrow. If he can read the word, the arrow points to, he may choose the next child to take a turn. If he does not know the word, another child may be called on to help him. This child then takes the next turn. By writing the words on the blackboard rather than the circle, the teacher can use the spinner with any vocabulary words.

In keeping with the idea of improving the child's self concept, many avenues are available to expose the child to success. The games discussed are merely a sampling. Game-like activities provide many opportunities for the teacher to comment positively on a child's performance. Simply a comment such as, "You've done well," encourages the child to try again.

The ultimate goal of our reading program should be to produce children who read. Therefore pleasant learning experiences should be provided. Art and music can contribute much to the field of reading.

One can take any popular song and copy the words on a chart. This can be used for word recognition purposes such as finding words that begin alike, end alike, vowel sounds and context clues. In discussing possible illustrations for the song, comprehension in a meaningful setting can be taught. Art work such as a mural depicting the song is one idea.

To a slow learner who may not have had any success with books one may tape the stories on cassette tapes so that the child may enjoy the story and gain experience with new words. This can be used as a learning experience in work recognition, picture clues and context clues.

In conclusion, providing pleasurable experiences with books is a desired goal of any program. As the child gains confidence and attempts to figure out new words by himself he will meet with success. It is this success that will encourage him to attempt more learning experiences.

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DEVELOPING ORAL LANGUAGE ABILITIES IN YOUNG CHILDREN

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When a child arrives in kindergarten or first grade, his speech is a revealing indication of the richness or paucity of his prior language experiences. If he has been part of a family in which he was talked with often and where the conversation was thoughtful and responsive to him, his own oral language will reflect this. If, on the other hand, oral language was too infrequently used to extend his concepts, answer questions, or encourage thought he later may be labeled "non-verbal."

Infants and Oral Language

Those concerned about the development and education of young children increasingly are emphasizing the importance of a child's earliest language experiences to his intellectual development. Among the reasons for this emphasis is the evidence from several studies of the cognitive functioning of infants. For example, while no significant difference in cognitive functioning has been found between lower-class and middle-class children younger than approximately one and one-half years, there ARE measureable differences by the age of three years, when most children have acquired a speaking vocabulary of several hundred words. One widely-accepted hypothesis as to why intellectual functioning varies so significantly between lower-class and middle-class children at the age of three years (and not during infancy) relates to the nature of the child's initial exposure to oral language, particularly the way the mother has talked with her child during the period of beginning speech. While middle-class mothers often talk to their infants during such routine tasks as diapering and feeding, lower-class mothers seem to do so less frequently. Because of the apparent importance of these earliest langauge learnings parents are currently being urged to use oral language to expand their young child's concepts of the world about him.

How Children Learn to Speak

Before examining some of the ways in which young children's oral language abilities can be expanded, its important to understand how children learn to speak.

Spoken language appears to be acquired in two ways. The first is through imitation of the speech of others, primarily parents. For many years it was thought that all beginning speech was acquired in this way, but it is now known that imitation is only half the oral language-learning process.

The second way children learn to speak is through generalization. An example of the "generalization" procedure may be found in the young child's use of the structural ending ed. The child hears in others' speech the use of ed as a means of referring to past events, as "John wanted to go yesterday, but he couldn't." After hearing ed rather consistently used by others to indicate happenings in the past, he soon infers that ed added to a word indicates that the action occurred earlier. He might say, "I planted a flower yesterday," without ever having heard the word planted. While grammar appears to be acquired by children on their own as they learn to speak, both vocabulary and pronunciation develop through imitation and subsequent repetition. Occasionally young children "over-generalize", as when the possessive s is incorrectly added to a word, producing the commonly heard, "This is mines."

How Teachers can Develop Oral Language

Teachers generally are concerned with development of two aspects of oral language: Quality--pronunciation, grammar, articulation, and dialect; and quantity--fluency in speaking and understanding others' speech. Both are important; all too often, however, emphasis is placed on improving the quality of a child's speech rather than encouragement of oral expression on topics of concern to the child. With young children particularly, the first priority of oral language development should be oral expression of what is of interest and concern to the individual.

How much growth in children's language abilities can the teacher realistically expect? Because the earliest preschool years of language acquisition are so crucial and fundamental, teachers who come in contact with children in kindergarten or primary grades realistically can expect slow growth in either quantity or quality of oral langauge output, particularly quality. A skillful teacher is more likely to witness children's progress in fluency and understanding of the oral expression of others than progress in changing pronunciation, grammatical, or dialectual patterns.

Research-based evidence delineating practices to increase the quantity and enhance the quality of young children's oral language is not plentiful; indeed, the broader topic of language development is only recently beginning to receive attention by researchers and other concerned professionals. However, the following are among those practices and suggestions for teachers which currently seem to offer the most positive results:

1. Encourage children to talk. Far too many oral language development materials are placed in classrooms where more talking is done by the teacher than the children. Observe how much time each day is spent in teacher-talk rather than child-children or child-teacher interaction.

2. Initiate "centers of learning". Although learning centers are not a panacea, such organizational arrangements can change the focus from teacher-domination to child-motivation. Centers should provide something interesting to talk about, as well as activities which accomplish both the children's and teacher's goals.

3. Understand and accept the dialect of Black children. No child should feel rejection or humiliation because of his language, nor should he be asked to reject it in favor of "standard" English. However, children with dialectual differences should be shown how their own speech differs from the "standard." One way in which this may be done is through a "school talk--home talk" method in which children are visually and orally shown the differences in their langauge and the standard and are requested to use only the "standard" form during a portion of the school day.[1]

4. Elaborate on children's statements and questions. Language elaboration is a technique used to promote the child's curiosity and knowledge and to extend his concept of an object or an idea. Observe the difference between the following two teacher-child conversations:

Non-elaborated Interchange

Child: What's that? (referring to a roll of Contac paper)
Teacher: It's Contac paper

Elaborated Interchange

Child: What's that?
Teacher: It's called Contac paper. It has an adhesive back, which means that it's sticky on one side. We use the paper to cover books, furniture, etc. (Teacher might even demonstrate how paper works)

Obviously, the second interchange is more likely to encourage both curiousity and language development.

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[1]Gladney, Mildred R. "A Teaching Strategy," in Language and Learning to Read, ed. by Richard Hodges and Rudorf E. Hugh (Boston, Mass.: Houghton-Mifflin Co., 1972), pp. 73-83.

5. Utilize a language-experience approach to curriculum. Opportunities for telling and writing group and individual stories abound in the areas of science, math and social studies. Not only do such stories provide reading material but, perhaps more importantly, they provide a forum for expression.

6. Sing. The repetition of lyrics of well-known and popular children's songs and lyrics composed by the children themselves, help reinforce correct pronunciations and can extend many concepts.

Summary

The essence of developing young children's oral language abilities lies in practice and experience. Practice--in expressing feelings and thoughts and in repetition of desirable langauge patterns; and experiences--both direct and vicarious, and of the kind which broaden concepts and promote thinking.

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TOWARD SELF DIRECTION IN READING

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As one reads professional materials today, he sees frequent reference made to a concept of self direction and the importance of this concept in the process of education. Perhaps very few people would argue with the desirability of preparing "lifelong learners." The concept of self direction obviously is very important when looking at an educational process which will continue beyond one's formal education in schools and colleges. Self direction as a process can result in the individual pursuit of interests and development of talents; in short, it can result in the individual learning how to learn and an acceptance of responsibility for directing one's own learning.

As I consider the subject of self direction and reading and attempt to determine some implications for classroom work with children, I begin with the following assumptions:

1. Children want to learn to read.
2. No one really knows how a person learns to read.
3. There is no "best way" to help all children learn how to read.
4. Starting where the learner is is an important learning principle regardless of what is being learned.
5. Goal-setting by the learner can enhance learning.
6. Learners differ in their abilities to direct themselves in the learning process.
7. It is possible to help children learn how to learn.

Building on these assumptions, I would suggest two attitudes which must be evident on the part of the teacher if there is going to be much progress in self direction on the part of the learners:

1. The teacher's behavior must show that he values self direction. This means, of course, that the teacher will not only allow but encourage such variance as the following:

    a. children progressing at different rates
    b. children engaged in different activities
    c. children reading different materials
    d. children helping one another.

2. The teacher must be "individual oriented." This means that the emphasis is not on group instruction but on helping a group of individuals learn. The teacher must see beyond "groupness" to individuals: their fears, interests, those

things which thrill them. Sensitivity to the personhood of members of this group is an essential attitude on the part of the teacher who is interested in helping children become more self directed.

Assessing the level of self direction on the part of the learner can be accomplished in part by teacher observation and through knowledge of the child's background of experience. For instance, the teacher can observe the child in such activities as the following to determine how well he can work without a great deal of supervision:

1. Operating certain types of equipment.
2. Working independently with games, worksheets, etc.
3. Initiating independent projects.
4. Participation in group work.
5. Selecting reading materials voluntarily.
6. Selecting activities voluntarily.

Learning something about the child's responsibilities outside of school can be of value to the teacher. Strangely enough, children can be self directed to a great extent in non-school activities; yet they become rather dependent on the teacher in the school environment. Knowledge of the child's activities outside the classroom can be valuable in making an assessment of his level of development in the area of self direction.

Following the assessment process the teacher must make some decisions relative to accommodating the differences in the children. For convenience of discussion I have made a distinction in two groups.

1. Children who need to be freed to read.

Unfortunately, our system of education is based more on an assumption that people do not desire to learn. I personally would like to see us break out of this system, allowing learners who really are ready to learn and want to learn the option of moving ahead with a great deal of freedom. We can deal with those people who, for various reasons appear not to want to learn as exceptions rather than making all people fit into a system which sets limits rather than identifying possibilities.

Children can set goals for themselves: words to learn, skills to master, stories or books to read. The teacher who knows reading skills (not simply satisfied to use a manual) can check children's mastery of skills. Involving children in the process of setting goals (their own, not teacher's) is perhaps one of the most significant factors in growth toward more self direction in reading or any other area.

Individual conferences are essential. As the teacher works with children in the identification of needed skill areas, she helps the child set goals for himself, or simply discusses something the child has read. The teacher can help the child see ways he can learn to work in areas which are unique for him. This kind of experience provides greatest potential for humanizing the educational process. In fact, there is no substitute for it!

Many teachers fear that the child will not master skills if he is given too much freedom to read. If the teacher knows the skills himself and makes periodic checks with children on the skills, this should not be a problem. We cannot assume that all children will proceed through the same strict hierarchy of skills. If this were the case, many excellent adult readers would never have reached their current reading achievement level. It is possible to teach skills at the expense of children. Some children will learn skills in an incidental way and should be allowed the freedom to do so. It remains the difficult job of the teacher to see that they are learned; this does not mean that he must teach them to all children.
There is a difference!

Children can set up their own groups to discuss books they have read. These groups can be centered around interests or they can be organized simply for the purpose of sharing interesting books or stories read by the children. If children know they have this kind of freedom, they will organize such groups. If they know they will be expected to do only what the teacher has assigned, they will more than likely just complete the assignment. We must show that we value self direction by allowing children the freedom to read and follow through with ways of sharing what they have read.

2. Helping children become more self directed.

Starting where the learner is, is an important principle to keep in mind when we are helping a person learn something. We must be aware of and take into consideration how the child feels about himself and his attitude toward reading; we must be able to determine if there are problems which interfere with reading. We must be sure that he knows we care for him as a person and that we want to help him not just master skills but find pleasure in reading.

A beautiful example of starting with self and moving to beginning reading and writing is found in Sylvia Ashton-Warner's book, Teacher. Her key vocabulary and organic reading assumes that children's experiences are valuable and that language based on these experiences is a way to begin helping the child learn to read and write. Such an approach, closely related to language

experience, has much to offer for children who might be having difficulty relating to other materials.

For the reluctant reader it might be necessary to begin with comic books, magazines, or other materials containing information on subjects of interest to them. Connecting with this interest and reading habit can be helpful in moving to other areas.

Just as the child who is more independent and self directed in his reading can benefit from conferences with the teacher, so will the child who is more dependent on the teacher for direction. One of the best ways to help the child is to assist him in setting some short range goals which he sees as realistic for him. These can gradually be increased as he feels secure. As Charles Reich indicates in Greening of America:

> "Indeed, a change in goals is really equivalent to having a new concept of oneself. Suddenly the individual can imagine himself doing entirely new kinds of work, having entirely new satisfaction. The new concept gives rise to a new freedom.[1]

If the teacher is able to determine particular skills needed by the child and if he can communicate these skills to the child, he can then assist the child in setting goals relative to skills. Such a process is quite different from the teacher simply assigning work. The child becomes involved in a process which is important not only to mastery of skills but, more important, he is involved in a process which could lead toward his assuming more responsibility for directing his own learning. The goal-setting process is vital to the learning process! The progress may be slow at first but, if he succeeds in the process, the returns will be increasingly gratifying.

As the child sets his goals, it will probably be of value to have his goals and his achievements before him. This can be shown with a simple graph, one color indicating his goal (for example, pages to be read) and another color showing his achievement. A similar plan might be used if he is working on particular skills.

Some children will continue to need the security of specific assignments. This must be done initially; however, we can gradually help children become more independent if we assist them in setting goals for themselves and then help them as they work toward the goals. If such a process is begun early in the child's formal education and gradually extended and refined as he proceeds through school, we will come nearer reaching one of our educational goals: preparing life long learners. IT'S WORTH A TRY!

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[1]Charles Reich, Greening of America, p. 292.

THE CLASSROOM TEACHER'S ROLE IN DIAGNOSTIC TEACHING

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The term "diagnostic teaching" comes from the concept of teaching based on an assessment of a child's learning needs. Webster defines diagnosis as "investigation or analysis of the cause or nature of a condition, situation, or problem. . .a statement of conclusion about the nature or cause of a phenomenon." This is the meaning of the term as it is used in education -- determining the current situation in relation to a child's performance in a certain area, strong and weak points.

Educational diagnosis is used as a basis for planning a course of action for each pupil; that is, for planning a program of teaching which is tailored to his specific needs. Diagnosis is thus the first step in the direction of efficient and effective instruction. There is no alternative to effective diagnosis prior to teaching; it is an integral part of the instructional program.

Why is a diagnosis in reading necessary? Every teacher is acutely aware that there is a wide spread of reading achievement in every classroom. Grouping children into the traditional three or four groups for instruction is not the answer; there is still an extremely wide spread of achievement in each group, and the range of skills needs is also great. Each child's needs must be identified, and materials and activities designed or selected to meet those needs on an individual basis. This is not to say that grouping for instruction cannot be done; many times several children will have the same needs. It simply means that teachers must know what those needs are, and find ways to meet them.

Carl Wallen, in his book Competency in Teaching Reading, describes an interactive orientation as opposed to a procedural orientation to teaching. An interactive orientation causes the teacher to view teaching as a process designed to "change the learner's behavior in some specified manner." (Many psychologists define learning simply as a change in behavior.) Two basic elements are: 1. objectives, which describe the desired behavior change, and 2. procedures, which are the means for determining what behavior changes are necessary and the means for providing the learning environment that will cause these changes. A procedural orientation, on the other hand, refers to the general procedure used by the teacher. This orientation will cause the teacher to focus on her own behavior, rather than that of the child; the method is the thing, rather than the desired changes in learner behavior. This orientation lies at the basis of many lessons which are "taught" to children who may or may not need the material contained therein.

Reading instruction must be based on the interactive, child-centered orientation. Each learner's development must be assessed, and learning activities prescribed for him based on this assessment. While a child must continue to use the skills he has attained, we must not allow them to "rust" from lack of use. It is without profit (or even harmful) for him to be "taught" skills over which he already has mastery. The use of these skills should be developed through his recreational and subject matter reading; repeated lessons on them cannot be justified on the basis that "a little more practice can't hurt him."

Diagnostic reading instruction is part and parcel of the interactive orientation to teaching. The objectives specify the skills to be mastered by each child to enable him to be literate; the procedures define the means by which information is obtained about the learner, and the means by which the teacher helps him attain those objectives (skills) he has not mastered yet. The ways information is obtained might be referred to as "informal diagnostic techniques" -- some sources are using the term tests, although this term must be used with care because of its historic connotations. These tests are not like some with which teachers and children may be familiar -- they are not to get grades, but information. The techniques which are used to help a child attain his objectives might be referred to as "learning activities" -- or even "lessons"! Whatever the terminology, the philosophy centers around knowing the child, finding out what he knows and doesn't know, and teaching him those things which he needs that he doesn't know.

To get an interactive orientation in the classroom -- to move toward diagnostic teaching, which is her privilege and responsibility -- the teacher begins by establishing the reading levels of each child in the class. An Informal Reading Inventory is used to establish independent, instructional, and frustration reading levels. This is a technique in which one child at a time reads aloud to the teacher selections of increasing difficulty, as his oral reading errors are recorded. The errors most generally recorded are omissions, substitutions, additions, repetitions, and words aided, and sometimes reversals. Each error is subtracted from the total number of words in the selection and a percentage score is obtained for word recognition.

After reading a selection, the child answers questions, and a percentage score for comprehension is obtained. These two scores are used to determine reading levels. The percentage scores and the levels derived from them are as follows:

Independent level - Word recognition: 99%
Comprehension: 90%

Instructional level - Word recognition: 95%
Comprehension: 75-90%

Frustration level - Word recognition: Below 90%
Comprehension: Below 75%

After these reading levels are determined for each child in the class, the children are furnished appropriate materials to read. The teacher may use basal materials and teach small groups in basals of different levels, supplemented with trade books, worksheets, and other activities; or there may be a completely individualized program or some other approach may be used. It is at this point that the teacher begins working with individual children to pinpoint more specific areas in which they may need instruction.

To make such a determination for each child, a sequential listing of reading skills is needed. The teacher can devise activities which will enable a child to display his level of competency on each skill. For example, a lower level skill would be knowledge of letter names; to obtain information about this flash cards of the alphabet can be made, with upper and lower case letters on separate cards and the child can be asked to read them as they are flashed in random order. These same cards could be used at a slightly higher level, that if giving the sound represented by each letter, or word beginning or ending with each letter. A record is kept of the child's responses so that the teacher will know exactly which letters he needs to work on; no unnecessary teaching will be attempted on those letters he already knows.

It is apparent that this technique of informal diagnosis is nothing more than obtaining a sample of a child's performance on a task, and deciding what level of competency indicates that he has mastered the task. The same principle applies to any skill; the child is asked for a sample of his behavior on a task designed to test the skill. These samples constitute the pretests which are used as a basis for planning each child's learning program.

Record-keeping is integral to the process of diagnostic teaching for the whole purpose is to teach only what each child needs to know. The skills list which is used to form the basis for the diagnostic activities can be duplicated and used as an individual checklist. A folder should be prepared for each child in which this checklist may be kept, along with copies of pretests, dated notes about types of learning activities given the child, and frequent evaluations of the child's progress.

In addition to individual records, a class chart should be prepared showing each child's standing in the major skills areas. One teacher prepared such a chart by lining a large sheet of poster paper into blocks; she then listed the children's names down the side and the skill areas tested across the top. By covering this with a sheet of clear adhesive plastic she was able to use grease pencil to mark a "+" of a "O" for each child under each skill area. If a "+" was entered for a child under Syllabication, v-c-v, for example, the teacher knew on glancing at the chart that he had mastery of the use of that skill; if, on the other hand, he was entered with a "O", she knew that he did not. She used the chart to gring together small groups of children who were found to need the same skill. By using grease pencil on clear plastic, changes from "O" to "+" were made quickly and easily when a child mastered a skill; in fact, the children soon learned to make these changes themselves.

As the teacher becomes involved in the process of diagnosis and record keeping described above, she will find her daily perceptions of the children's performance becoming sharper; she will be more keenly aware of their responses and reactiong during the day-by-day activities in the class. Their accomplishments and their needs will come into clearer focus, and the teacher will find herself better able to bolster these accomplishments and meet these needs. She will be truly engaged in continuous diagnostic teaching of reading, and her classroom will embody the interactive orientation to teaching.

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INDIVIDUALIZING READING IN THE CLASSROOM

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Much is being written today about the ways in which pupils differ from one another and the importance of teachers' recognizing and respecting these individual differences to meet the reading needs of their pupils. It is difficult to find two individualized reading programs that agree in all aspects. Most advocates of individualized reading would agree, however, that individualized reading is not a new method of teaching reading, but rather a broader way of thinking about reading that involves a new attitude toward the place of reading in the curriculum, toward methods and materials, toward class organization, and toward the individual child's developmental needs.

The reading program most commonly used in our schools is the basal reader approach. Although this approach is designed to satisfy the largest number most efficiently, it tends to sacrifice the individual for the group. This is where the individualized approach comes into focus. However, in giving up the basal system in favor of the more glamorous individualized reading system, the teacher must be willing to give up certain comfortable techniques. The teacher can no longer make one lesson plan for the whole class. The vocabulary list will not be supplied as it is in the basal reader. Neither will the teacher be able to pace the class page by page through one basal or workbook, grimly insisting each child "fits" into the group to which he is assigned.

Materials such as basal textbooks and workbooks may be used in an individualized reading program but with a different emphasis. Basal textbooks, at a number of reading levels, can be available for and individual child to read as he wishes, freeing him from the deadening lock step approach of reading the same number of pages as every other child in his "group." Likewise, in an individualized reading program, the same set of workbooks will not be ordered for all the class, but rather, several copies each of reading workbooks at all levels will be used in one classroom. These workbooks may be taken apart and the exercises packaged in acetate sheet protectors. These may be filed alphabetically by skill, color coded according to difficulty level, and answer keys provided. In this way, the teacher has a ready source for providing individual children or small groups with the specific skills they need, at a level they can profit from.

As indicated previously, it should be emphasized that individualized reading is not an orgy of recreational reading. As reading skills are no longer developed sequentially with a basal text program, skills may be drawn from sources such as the Barbe Reading Skills Checklist.

In addition, individualized reading involves a constant search and knowledge of books on many different levels for teaching purposes. Children must have a choice of books and thus must be provided with a

variety of books in terms of content and readability. In collecting the three to five books per child recommended in an Individualized Reading Program, consider the following sources:

1. Aid of school librarian
2. Aid of public librarian
3. Children's, parents', personal library cards
4. Personal books and donations of books
5. Book order
6. Supplementary basal readers
7. Swapping with other teachers
8. Paperbacks
9. Book lists from professional educational organizations
10. Teacher representation on the school budget committee
11. PTA projects
12. Any other legal (!) means

The selection should include fiction, science, social studies, biographies, history, art, sports, and the like in order to take care of as many preferences as possible.

In the beginning of the individualized program, the teacher may need to guide children in making appropriate selections. The teacher might say:

> Look over all the books. Pick one that looks like it might be the one you want. Riffle its pages. Pick some page in the middle of it. Start to read it to yourself. If you come to a word you cannot figure out, put your thumb down. If you come to another, put your first finger down; another, your second finger; and so on. If you use up your whole hand, that book is too hard! Put it down and start all over again. I do not want to hear your worst reading. I want your best. It will be your best when you choose a book that you like and that you can read with very little help. (Veatch, 1967)

Once the children are absorbed in a self-chosen book for 20 to 60 minutes, the teacher is free to carry on reading conferences with individual children.

The individual reading conference is considered the heart of the individualized approach to reading. It is a time for a close one-to-one relationship between the teacher and pupil; a time to teach specifically to individual needs.

The time of the conference may vary from 3 to 10 minutes and the number of times a child may have a conference with the teacher varies with the individual child--some needing conferences more often than others.

The child should know what to expect at the reading conference, perhaps from previous role playing of the situation by a child. The child should also know that the purpose of his oral reading in the conference is to alert the teacher to things they need to work on to make him a better reader.

Record keeping of books read may involve simply recording the book's title, author, and the date begun and finished in the child's own notebook. If more extensive record keeping is desired, a teacher should keep in mind that it should never be of the nature that a child feels punished for completing a book.

If a child wishes to share his reading with other class members, make it a creative experience in which the child has an option of the way in which he may spark others' interest in his book. This may be an oral reading of the most exciting part, a dramatization, a presentation on the flannel board, an exhibit, painting, puppet, mural etc. There are also a number of creative writing activities for sharing books, growing quite naturally out of the language experience approach.

Individualized reading can be a partner of the language experience approach. In the primary grades a child should be given many opportunities to talk about the unique experiences in his life. As the teacher writes down the stories dictated to her by the child, the child comes to realize that written language is simply recorded speech and that he has something to say worthy of talking and hearing about.

As the language experience approach is used in the middle grades, it becomes a meaningful integration of reading, spelling, listening, writing and speaking. In some classrooms, individual illustrated stories are stapled together and put in a center for rereading by the writer, teacher and classmates.

As children explore large numbers of interesting books, they have the stimulation of many new ideas that can kindle an urge to write. As they complete books of their own choice in an individualized reading program, they may continue with individualized writing to report on their own books. Creative writing opportunities about books read include:

1. a letter to the author or publisher
2. an advertisement for the book

3. descriptions of a few favorite characters
4. an original story based on the book
5. an imaginary episode that could be included in the book
6. a parody or satire of the book
7. a television playlet based on the book
8. a new character for it
9. how the book is like or different from the reader's life
10. a song or poem based on the characters or story
11. a different ending for it
12. a list of questions about the book
13. a few riddles about the book
14. a comic strip based on it
15. what might happen in the next chapter of the book
16. what the book would say about itself if it could talk

(Groff, 1967)

Research on individualized reading programs has not been definitive. The success of an individualized reading program depends, like any other method, on the skill and enthusiasm of the teacher in implementing the program. Significant, though, is the recurrent comment of teachers' reporting positive attitudinal changes toward reading by their students in an individualized reading program. Individualized reading may be one of the solutions toward reaching the goal of producing children and adults who not only know how to read but who do read.

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INVESTIGATING INDIVIDUALIZED TECHNIQUES IN TEACHING WORD RECOGNITION SKILLS

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Many reading educators feel that the two most important factors in word recognition are the teacher and the individual child. The word or words are necessary components but are of much lesser importance.

"The teacher is the most significant factor in determining whether children will be successful in learning. . . . All else--materials, methods, organization--serve a supportive role to the good teacher.

The USOE Reading Studies pointed this out. At the end of the first year of this series of studies, Bond and Dykstra[2] noted the necessity for training better teachers rather than depending on materials for improvement of reading instruction. At the end of the next year, Dykstra[6] suggested that better school learning atmospheres and improved quality and education of teachers, rather than slight changes in materials, would be more apt to better reading education. At the conclusion of the final year, of the four reports that mentioned teachers, three indicated that the difference in reading achievement was dependent on the teacher per se.

Research tells us that it is the teacher that makes the difference, but it doesn't tell us what makes a good teacher. (Harris[9] and Rutherford[16] include summaries of this research as it relates to reading.) Factors that appear to make a difference include a genuine concern for children, knowledge of the subject, a smile, enthusiasm, and a love of learning. There is also an indication that flexibility is an important factor--flexibility in thinking, questioning, methods, and approach to individual children.

We often talk of children as if they were part of a group--but children are INDIVIDUALS! There are no two, not even identical twins, that are exactly alike. In our work within the classroom, we are not interacting with a class but with specific individuals like John, Jill, Joe, etc. Each are different. Not only do they look and act differently, they are basically different. Each has a different heredity and enviornment; each has a different life-space which contribute to make each child physically, mentally and emotionally different. The "good" teacher has always recognized that children are different in looks, actions, temperament and learning, and has grouped or taught individuals as they appeared to learn best.

It may be that all word recognition is multisensory,[15] but there is increasing evidence that each individual demonstrates a preferred mode of learning. Wepman[19] noted, "Each child (and later, each adult) shows a preferred pathway for acquiring information. He further

reported that for the average child there is some adequacy in each learning style, but for about 25% of children beginning to read one mode of learning will be decidedly superior to others. It is thought confusion results if a child with a definite learning style is taught through methods not matched to his dominant learning style.

The recognized learning styles are visual, auditory, tactile-kinesthetic and a combination of these. Methods of teaching to these modes of learning correspond to the major sensory receptors. In the visual method, emphasis is placed on the sense of seeing; in the auditory the sense of hearing is emphasized; the tactile-kinesthetic approach stresses the senses of touch and muscular movement; and the combination method, a multisensory approach utilizes all the senses.

If a child who came to the classroom relatively happy and well adjusted begins to display signs of withdrawal, aggression, discomfort or hostility, it's time to assess insructional procedures. And if an average six or seven year old child has not begun to learn to read with four months of "good" instruction, it's time to take action.[12]

A commercially available material to evaluate learning styles is the Mills "Learning Methods Test."[12] Barr[1] developed the "Word Learning Tasks" to measure auditory and visual learning styles in prereaders. She reported these measures as "reliable and valid for the purpose of identifying children who will show adequate progress in reading, but are practically ineffective identifying children who will have difficulty reading. Another test, The N.Y. University Test is being developed by Lenore Ringler, but is currently in the experimental stages. Throughout history, teachers have used their own ingenuity to determine styles of learning. You can too.

Visual learning

Cattell[5] has contributed much to what is known about the sight word method. He reported the average reader could perceive twice as much in meaningful wholes as in isolated units.

Bowden[3] added further support to this method. She found beginning readers could read inverted words and words with transposed letters without difficulty as long as the contour and the length of the words remained the same. She concluded that although aware of the internal detail, children saw words as a whole.

The letters influence the visual recognition of them. A recent study by Hood[10] revealed that configuration was significantly related to word recognition which indicated that words with more ascending

and descending and double letters were easier to recognize. Tinker[17] noted salient letters, as "i" and "y", aided beginning readers, and Marchbanks and Levin[11] found the first and last letters were generally the most significant for this group.

Methods of teaching by the visual method is somewhat based on these research findings. Mills[12] suggested teaching by configuration, by striking characteristics of words, using small words within larger words, using large known parts within words (similar words, word families, compound words), visual study, syllabication or structural analysis, and picture cues.

Auditory learning

The phonic method was popularized in America as an effort by Noah Webster in his Blue-back Speller when he attempted to standardized the divergent speech patterns that existed after the Revolutionary War. Teachers soon realized its value as a pedagogic measure. Today, the ubiquitous speller is and it has been with us in use in many classrooms.

In a series of studies with normal, deaf, and blind adults and normal and deaf children, Gibson and others[14] found that pseudo words that conformed to the rules of spelling-to-sound correspondence were more easily recognized than pseudo words which did not have this relationship. They concluded the basic unit for reading was derived from grapheme-phoneme correspondences.

As with other methods, certain factors must be considered. If a child is inadequate in auditory discrimination, the method will not be successful because a child must be able to discriminate sounds in order ω use phonics. For the "average" child, auditory discrimination is fully developed by the middle of the seventh year. Wepman[18] found poor auditory discrimination correlated with poor reading and suggested this was true because much early reading places emphasis on phonics. Also necessary for this method is the ability to blend sounds into meaningful wholes. It has been found that this method is generally not appropriate for children at the lower end of the intellectual scale.

Suggestions for teaching by this method include training in auditory discrimination, blending, use of jingles and rhymes, teaching phonemegrapheme correspondence, use of letter group sounds ("ight" - night), and teaching the phonic generalizations that hold true most of time with caution for exceptions.[5]

Tactile-kinesthetic learning

The major portion of research with this method has been reports of individual case studies in clinical situations, although Mills[12] found his method best for an eight-year-old group. This method is time consuming, and although it has been employed with many remedial readers, its use should be restricted to those individuals who learn best this way. A leading authority on this method is Grace Fernald[8] who describes this method and gives results of clinical studies in her book.

Remedial Techniques in Basic School Subjects

Basically this method consists of tracing and pronouncing a chosen word, writing it without looking at the copy, filing the word alphabetically, using it in a story, and reading it in a story. As proficiency increases, steps are eliminated.

Combination learning

This is an eclectic approach, a selection of the best from other sources to build an approach. Combination learning is a multisensory approach that should be used with most children, those who show no distinct preference for one style of learning. It has been found to work with the culturally disadvantaged,[13] the mentally retarded, the gifted, as well as the average child.

This method utilizes the sight method, the phonic method, the tactile-kinesthetic method and also employs linguistic structures and context cues. The language experience approach, an extension of the sentence method, and a properly planned individualized reading program can encompass all the senses utilized in word recognition.

Drill replacement

Many commercial materials and numerous idea books for teachers are available to help you. Children learn from games and activities on their own, but in the classroom these are much more valuable to reinforce the skills that you have taught. Because of the interest factor, they are for most children much more effective than "drill."

Conclusion

The woman- and frustration-hours saved in matching learning styles to methods of teaching should be well worth the initial time investment. How many of us have thrown our hands up in despair? "Albert is not learning, but I know I am a good teacher. He must be stupid!" You hold this child's life and future in your hands, what will you do with it?

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USING CHILDREN'S LITERATURE IN A DIRECTED READING LESSON

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INTRODUCTION

Two major objectives of an effective reading program are: 1) to enable the child to develop the skills and ability to read independently and 2) to stimulate the child to develop a continuing interest in reading a variety of worthwhile material on a wide range of topics.

The first objective, that of enabling the child to develop reading skills, is frequently achieved by the use of a basal reading program. Dechant (2) says, "Most children profit greatly from a steady progression through graded materials. Such graded materials have come to be known as basal reading materials." Sheldon (7) states, "...basal readers have grown in number, ...and are still the major material used in most reading programs in the United States and Canada."

The basal reader program is a base but alone it cannot fulfill the second objective of developing interest in reading on a wide range of topics. Teachers have attempted to meet this need by various means, such as free reading, library time, recreational reading, or even complete reliance upon an individualized reading program. Such programs, however, tend to lack structure and often forfeit the value of group interaction. Perhaps better results could be obtained by using a systematic, planned, group-oriented program in the use of children's literature. One such approach may be developed in the following manner.

PREPARATION

First, the children should be grouped according to interest. The grouping need not reflect the student's instructional level. One child may be reading at second grade level while another is reading on fourth grade level, but still share the same interest. To group according to interest but still make provisions for individual differences requires careful teacher evaluation in ascertaining the reading level of each child. It also necessitates having available a wide variety of reading materials reflecting different levels of readability.

For example, for a group reading about pioneer life, listed are some books available on that topic, representing grade reading levels from 1.9 to 6.0. (8)

TITLE, AUTHOR PUBLISHER, COPYRIGHT	GRADE READING LEVEL*
Benjamin in the Woods Clyner (Grossett, 1962)	1.9
Daniel Boone Martin (Putnam, 1965)	2.2
First Thanksgiving Rogers (Follett, 1962)	2.9
Lucretia Mott: Girl of Old Nantucket. Burnett (Bobbs 1963)	3.8
O Pioneers Cather (Houghton, 1941)	4.5
Pilgrim Kate Daringer (Harcourt, 1949)	5.4
Heroines of the Early West Ross (Random, 1960)	6.0

*Grade reading level as determined by the Spache and Dale-Chall formulas for readability.

With this preparation, it is now possible to have a directed reading lesson, using only a common topic and many books about that topic.

IMPLEMENTATION

A. STEPS OF THE DIRECTED READING LESSON

1. Building Readiness for Reading

There need to be just enough motivation to get the children eager to read. McKee (6) says, "It is important to remember here that the motivation needed is just that small amount which will make pupils want to begin to read." The use of a newspaper article, a local event, or a bulletin board is often all the motivation that is needed.

2. Introducing the Vocabulary

Children often have misconceptions about common words and idiomatic expressions. For example, a child was told by her teacher to

"sit here for the present." All day the child wouldn't leave her chair because she believed that if she stayed there she would receive a present. Another time, a first grader was told to draw a name for Christmas gift exchange. She asked, "May I draw my own name?" The teacher replied, "Oh, no, draw any name except your own name." The child looked distressed and said, "But, I can't draw any name but my own." Then the teacher realized that to her, drawing a name meant writing a name.

Harris (4) says, "Children are often confused more by a familiar word used in an unfamiliar sense than by a word which is totally new to them... The new learning of new meanings for old words is an important phase of vocabulary development." Therefore, in this situation, introduction of the vocabulary refers more to building concepts than it does to developing word-recognition skills. The group, when reading around a topic, needs to build vocabulary unique to the topic.

3. Setting Purposes for Reading

Purposes may be set by the teacher, by the group, or by the individual. The purpose may be to read for fun, enjoyment, or to read to find out what happened. But purposes should be varied, and since purpose is one determinant of reading rate, varying the purpose enables children to become flexible readers. Some suggested purposes are: reading for the main idea, reading to follow directions, reading to make comparisons, reading to determine cause and effect, reading sense implied meanings, reading to predict outcomes. Whatever the purpose, it should be clearly stated and should be understood by all.

4. Reading the Material Silently

All children need many opportunities for silent reading. Every teacher should provide both a purpose and a plan for incorporating sustained silent reading into the daily schedule.

5. Discussing the Material Read

Once again the children form a group to discuss the material read. It is here that the depths of a child's comprehension may be ascertained by skillful questioning, group discussion and interaction. Questions and discussion should be articulated which will probe all three levels of comprehension: 1) the literal, or repeating what the books say; 2) interpretive, or sensing implied meanings; and 3) critical, or evaluating and reacting to the author's ideas, resulting in new insights, fresh ideas, and new patterns of thought. (1)

6. Developing Skills and Abilities

Some skills can best be developed through this purposeful use of children's literature. One is that of developing the skill of oral reading. Effective oral reading requires a purpose, and one logical purpose is that of informing or entertaining an audience. To do this, the individual reader needs to have material that is not also shared by the entire group. Some purposes for reading aloud may include reading the part liked best, reading a descriptive portion, reading to enjoy poetry, reading to support, refute or clarify a statement made by another.

The use of children's literature can also aid in developing taste in reading. Taste is developed through experience. This can be accomplished by exposing each child to a variety of the best literature available, on a level suitable for his stage of development. Exposure to the best is a prerequisite for developing taste in reading.

Also, using children's literature is an aid in developing interest in reading by providing many pleasant experiences with reading. Montessori (3) stressed the value of interest when she said, "He does not, he cannot learn at all, anything, if he is not interested." According to Huck and Kuhn, (5) "Interest is an elusive factor, but teachers know that this subtle element that focuses attention is essential to the learning process."

B. MAKING USE OF THE SKILLS LEARNED

The skills learned may be used in all content areas. Teaching for transfer to other areas is particularly effective with this method, stressing as it does the language activities of discussing, speaking, listening and writing. It also lends itself to such creative enterprises as drawing, constructing, demonstration and display, physical and musical activities, as well as being used to stimulate imaginative thinking. This method provides a meaningful, purposeful approach to reading.

CONCLUSION

Using children's literature to read around a topic can stimulate interest in reading at all levels. With this plan it is possible to combine the systematic sequence of the basal reader program with the motivation and interest of an individualized reading program. Such a plan has the advantages of: 1) grouping which is flexible, 2) aiding in the development of taste and interest in reading; 3) individualizing instruction; 4) fostering creativity; 5) teaching for transfer; and, most importantly, 6) providing a humanistic philosophy in which education is more than an instructional process--it is an enabling process.

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USSR: UNINTERRUPTED SUSTAINED SILENT READING

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USSR, an acronym for "Uninterruped Sustained Silent Reading", is the concept developed in part, by Lyman C. Hunt, Jr., at the University of Vermont who believes that the goal in reading instruction should be the development of youngsters who can sustain themselves without interruption in silent reading for periods of half an hour or more. This, he believes, can be achieved by a simple edict. A teacher says to the class, "You must select one book, magazine, or newspaper, and you must read for ten minutes without interruption. You cannot change books, so choose wisely. You cannot talk because I am going to be reading." When everyone has a book, the teacher sets a timer and says, "No one may do anything except read silently until the bell rings." The teacher and children then read silently, and the ten-minute start quickly grows into longer periods of sustained reading.

Four basic assumptions underly USSR: (1) Reading is over-taught and under-practiced. (2) Contextual reading is more important than skills of recognition at the word/letter level. (3) Silent reading is more significant than oral reading. (4) The learner has a right to read on his own terms of selection, purpose, and meaning.

In our conscientious efforts to provide direct reading instruction, educators are over-teaching. By drilling on word recognition and expecting young readers to demonstrate comprehension, we are developing students who can read but they don't and they won't.

Because reading is a skill, practice is necessary in order to develop reading proficiency. Some have suggested that the ratio should be as high as 80% practice and 20% instruction for efficiency in the application of reading skills. This practice must allow the learner to combine all of the reading skills together for total performance-that is, silent reading.

It is true that practice is silent reading of library books has been recommended for years as part of basal reading lessons. However, for this same period, the silent reading parts of basal reader lessons have been largely ignored. Silent reading practice for most children seems to have been placed in the category entitled: "for enrichment -if-extra-time is available."

Library reading periods are not synonymous with USSR. The words,"uninterruped", "sustained". and "silent" should be taken literally, with the possible exception of "silent" when referring to grades lower than the third. In these classes, much of the children's silent reading might be done "out loud." When children can no longer

sustain their silent reading, the period stops. Those who want to continue reading do so, while those who are finished with their silent reading move to another activity.

In considering the second assumption, most would agree that we are now and have been in the past more successful in teaching decoding or taking words apart than in producing readers who make thoughtful, critical responses to ideas in print. Dr. Hunt, therefore, believes that we need more "meaning emphasis" in our reading instruction.

As a result of the present "code emphasis" in learning to read, Dr. Hunt warns that we often "phonic" children to death, especially in the primary grades, and we still lose approximately one-third with respect to making real readers, readers in the sense that they are at home in the world of print.

Constant review of words already known, endless teacher questions, scrupulous attention to detail, and insistence that every word be said correctly make learning to read a boring task. Many beginning readers, consequently, are unchallenged and turn their energies elsewhere.

Dr. Hunt suggests that the "meaning-emphasis" approach teaches word recognition as rapidly as does the "code-emphasis" approach. In fact, he states that beyond the primary grades, problems related to meaningful responses are far greater than the problem of word recognition in itself. If recognition breaks down, he believes, it is because the word is unknown in terms of its meaning, rather than because of difficulties of pronunciation or of decoding. Therefore, if teachers will relegate word recognition to its secondary place, students will read hundreds of books in a school year, while word recognition grows from their reading.

The third assumption that silent reading is more significant than oral reading is agreed to in theory but often contradicted in practice. Teachers frequently attempt to develop high degrees of oral reading fluency first, but this is going at skill tasks backwards. Helping a young reader develop the power of silent reading is the first priority, and then the oral reader, not the other way around as we currently are doing. Teachers can make silent readers first if a premium is placed on doing so; fluency in oral reading will then follow naturally.

The fourth assumption demands that we reconsider our goal as teachers of reading. Are we striving to develop the ability to read or the desire to read? Is literacy enough? Or do we want to develop literate students who read willingly and use reading as part of their lives?

If our schools are to develop independent readers who will read for information and enjoyment, we must teach independence in book

selection, purpose for reading, and practice in the application of reading skills. Such independence of purpose and practice can only be accomplished by surrendering some of our control to the learner. Teachers must provide the learner with an opportunity to read under conditions in which the pupil is in control of his selection, his purpose, and his own demand for meaning. By providing this opportunity for the learner to read under his conditions, we can expect to develop independent readers who will use reading as an integral part of their adult lives.

The Benefits of USSR. USSR benefits children in the following ways: (1) USSR provides children with an opportunity to practice their own reading skills, privately, without fear of mistakes. (2) USSR provides children with an extensive supply of language models. (3) USSR instills in children an enjoyment of reading and a love of books.

The benefit of providing practice of reading skills is very important. Although many teachers do encourage children to read silently at home, there are a variety of factors which prohibit children from doing so. Brothers and sisters playing or fighting, a noisy television program, and other children to play with are but a few of the distractions confronting children. Unless the child has already developed a love for books and a strong desire to read at home, it is unlikely that teachers' admonishments to read at home will have any significant effect.

Because the USSR period is uninterruped, each child is encouraged to become deeply involved in his reading without fear of missing some irrelevent activity that might be going on in the classroom. USSR teachers have found that they can insure a minimum of interruptions from outside of the classroom by posting a sign on the classroom door that reads, "Do not Disturb! USSR in Session!"

During USSR, no one will catch the child making pronunciation errors. The child cannot be embarrassed, shamed, or ridiculed for failing to demonstrate comprehension. The learner's self-concept is not threatened. The reader applies only the skills that he or she can use successfully in silent reading.

The benefit of providing children with an extensive supply of language models cannot be overemphasized. Children learn through imitation or by copying models. Children who are exposed to a multitude of good books will imitate the language of these books in their speaking and writing.

Many systems of teaching fail to provide superior models of language. They restrict children by vocabulary control that is based upon "known" words, used in an unnatural succession of

short sentences. Children, however, must have unrestricted language models to achieve language growth. They must be exposed to figurative as well as literal language. They must also be exposed to a wide range of standard English, especially if they come from an environment where standard English is seldom used.

USSR certainly instills in children an enjoyment of reading and a love of books. This enjoyment is demonstrated in a variety of ways. Children read books. They sustain their reading for long periods of time. Most of them become too busy to be disturbed by minor interruptions. Because of the pressures from peers not to interrupt this important activity, even the normally "troublesome" children begin to pay more attention to their reading. The more time they spend in silent, serious business with books, the more they get ideas and information from books. The more this happens, the more they want to read.

How is USSR different from traditional reading practices? (1) There are no comprehension questions. (2) There are no book reports. (3) There is no record keeping. (4) There is only one requirement-the child must sustain himself in reading silently.

What is the teacher's role in USSR? The teacher must be "sold" on the importance of USSR and must be convinced that students will want to participate. This will require that the teacher see this kind of practice as being every bit as valuable as having the child complete pages in workbooks or fill up pages of skill exercises.

There is difficulty in USSR, however, if the teacher does not believe that the pupils are reading and walks around or looks up to check. There is also difficulty if any record keeping intrudes when USSR is initiated, although some record keeping is accepted by pupils once they have the USSR habit. There is also difficulty when the teacher feels that a child cannot read a book if he does not recognize all of the words or when the teacher offers help in pronouncing words during the USSR time.

The teacher must establish specific groundrules for USSR. During the first week of the program, there are six rules which must be followed without exception:

(1) Begin with the whole class. Groups of ten or fewer children sometimes cannot get started. In addition, children in small groups tend to break the rules for USSR by asking the teacher for help in pronouncing words during the USSR time.

(2) Each child is to select just one book. Kindergarten and first-grade children may choose a book from a pile. Older children should select books at the library prior to USSR time and have their

books in the classroom. If a child forgets to get a book, or for some other reason does not get one, the teacher should be able to offer a wide selection from within the classroom.

(3) Each child must read silently. He must interrupt no one. The implication of this rule is that "I, the teacher, believe and know that you can read silently, so don't pretend that you can't."

(4) The teacher also reads silently. The teacher selects something very interesting to read and remains engrossed in it until the USSR time comes to an end. It is very important that the teacher set a good example by permitting no interruption of her reading so that all of the students can respond to the group compulsion to read.

(5) A timer is used. An alarm clock or minute-timer, such as is used for cooking is set and placed where no child can see its face. A wall clock does not work initially because the reluctant readers become clock watchers. The teacher should not act as the timer because the children will interrupt to ask if time is up. It is good practice to start with two to five minutes. When the timer rings, the teacher should say, "Good, you sustained yourselves today. Continue reading silently if you wish." Most classes will choose to continue. The teacher notes the class's sustaining power and the next day sets the timer forward so that it almost reaches the sustained reading time of the first pupil who quit reading.

(6) There are absolutely no reports or records of any kind. The children are not even required to keep a list of books they have read. Book discussions, writing, and record-keeping develop naturally later on as sustained silent reading becomes a habit. Initially, they serve as an obstacle that encourages reluctant readers not to participate.

After the USSR habit has been firmly established, some authorities believe that with minor changes in the rules, the teacher could be busy with other related activities while the children are engaged in reading silently. For example, the teacher could be engaged in helping children with difficult words or quietly discussing a child's reading with him. However, this approach should be used with care, keeping in mind that the teacher's role would be to simply support and assist each youngster as he tries to get as far as he can with his printed material.

Various instructional devices, such as charts and graphs, encourage youngsters to keep track of the amount of silent reading accomplished during the reading period.

The teacher ends the USSR period by reacting to the book that the teacher has read. Several procedures may be used effectively:

(1) Summarizing in one sentence the main idea or theme of the book.

(2) Reading a paragraph from the book and relating it to current happenings, such a national events or something in school.

(3) Using a dictionary to check a word in the book and commenting about unusual usage of the word.

(4) Having the children ask questions about the book and developing models of questioning so that the pupils learn to go beyond simple recall-type questions.

(5) Collecting a journal of interesting or unusual words, phrases, ideas, etc.

To evaluate the effectiveness of the USSR period, the teacher must ask individual students basic questions like the following: "Did you have a good reading period today? Were you bothered by others or by outside noises? Could you keep your mind on the ideas all the time you were reading?" Questions such as these serve as the essential test for USSR.

What is the student's role in USSR? Reading is regarded as a detective-type activity, in which the reader searches out significant ideas. Each reader must realize that doing well means:

(1) Accomplishing as much silent reading as possible during the reading period.

(2) Keeping one's mind on the ideas.

(3) Responding more powerfully to high potency words and sentences.

(4) Giving less attention to ideas of lesser importance.

This means that the reader is not held accountable for every single idea contained in every single sentence or parts thereof. Instead, the reader's task is to search out ideas that matter and not to remember and repeat all that has been read.

Which youngsters can use USSR? USSR is appropriate for children at all grade levels-kindergarten through college. In kindergarten, the children spend the time looking at one book-pointing to pictures and often reacting verbally.

The USSR concept has significant implications for work with youngsters at the lower end of the reading scale. Classes of low achievement readers using this approach have made significant progress.

What are parents' attitudes toward USSR?

Most parents accept USSR, after they understand that it is the drill of silent reading, and not the teaching of reading.

Summary: Our goal in reading instruction should be to develop adults who use books, who read silently, who read voluntarily, who are interested in books, and who apply what they have read to their lives. We have often failed to accomplish this goal. USSR is a change in the right direction.

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ESTABLISHING EARLY STIMULATION PROGRAMS

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Language is the principal means through which our experiences of the world and of ourselves can be understood, categorized, and symbolized. Because of language we can communicate effectively with others who have cultural experiences in common with our own. Language -- spoken language -- is a symbolization of human experiences within groups having and sharing a culture in common.

Language is, then, human behavior which reveals itself in the human activities of listening, speaking, reading, and writing. Through this behavior, the human being organizes and conducts his world. It is to a great extent through the medium of language that one is able to think.

It is being reported daily that young children are not really under-stimulated as was once thought. The research reports from studies of disadvantaged children conclude that the disadvantaged child is not under-stimulated. He is more likely to be highly stimulated by many cultural functions. It is the need of the young child from all levels of society to be guided in the organization of his world by an understanding adult. Early stimulation programs in language development are the vehicle by which this skill of organizing can become a reality in the life of the child.

Language functions in every area of a child's experience and it is closely related to his total development. A child must develop his competence in language which entails an understanding of the content of his language. If he has not acquired this unconsciously from his experience in the culture, then an early stimulation program must include provision for developing this competence. The child must also grow in performance in language which is the use of his competence. This aspect of language development is especially susceptible to inclusion in an early stimulation program.

The nature of the child helps one to order the early stimulation program. A child needs first hand experiences of seeing, doing, feeling, and hearing if he is to develop competence and performance in language. The senses are the avenue by which much is learned and the more precise a child becomes in the use of these senses the more able he is to organize and understand his world. The opportunity to explore, to experiment, to participate, to express himself and to evaluate his experiences gives the child an awareness of himself and others. There is little question that the clear focus of self and others underlies all other growth.

Building upon the day-by-day experiences of children, the teacher stimulates growth in language. The teacher is a facilitator in the early stimulation program.

Building a program upon the nature of the child, however, does not mean that no real plan of action is present. On the contrary, a good program calls for careful thought and heavy reliance upon the research that has been conducted in this area. Many commercial programs have been developed which provide excellent adjuncts to early stimulation programs. Some of these programs are highly structured and call for close adherence to the directions by the teacher while others provide many avenues to follow from which the teacher chooses. An example of these programs is the School Readiness Treasure Chest (Harper and Row) which provices a flexible program for preschool and primary grade children. A multitude of activities are provided from which the teacher can choose in building her early stimulation program, not only in language, but in all of the content areas.

The early stimulation program must have clearly stated purposes and goals which are more specifically stated in behavioral descriptions that make clear evaluation possible. The expected outcomes of the programs can be written so that a full accounting of money and time spent, as well as how well we are doing our job, can be ascertained.

A consideration of the needs of our children, a clear statement of our objectives, a definitive statement of the outline of an action curriculum, and a precise method of accountability will assure successful early stimulation programs and therefore happy parents, teachers, and taxpayers.

CHILDREN AND READING

Donald E. Carline
University of Colorado

It appears to me that when we talk about children and reading, we should ask ourselves some very pertinent questions concerning both. Let me present the questions and proceed to answer them for you from my point of view.

What are children? What should we really know about them? What is reading? What is our responsibility toward children and reading?

My replies to these questions will be in the form of vignettes. I choose this means to be illustrative, to be poignant, impressible, and sincere.

WHAT ARE CHILDREN?

PROLOGUE

A baby is born
Naked and helpless

But struggles vainly
He grows gradually

But still small
He gains maturity

In development of language
He becomes verbal

With gathered experiences
He becomes knowledgeable

He goes to school
Placed in lockstep

He learns to read
Without understanding

He's consistently promoted
With high marks

He enters college
But no will to go

He becomes a small man
In a big world

He looks
But does not see

He listens
But does not hear

He thinks
Without comprehension

He talks
But does not express

He memorizes
But does not learn

He works
But does not try

He rests
But remains exhausted

He sympathizes
But does not care

He laughes
But isn't happy

He cries
But isn't sad

He gets
But doesn't need

He gives
Only for reward

He prays
Without belief

He reacts
But doesn't feel

He marries
With no love

He dies
But has not lived

We live in a materialistic society. Unfortunately, to many people this means never being satisfied with their wealth and possessions. However, materialism has a deeper, more significant meaning. There is nothing wrong with wanting the conveniences of life, a better house, more money, the opportunity to send our youngsters to college, yearly salary increases and that old sought after goal, namely security. What is to be deplored is that too many people seek these things without regard to their fellow men.

Materialism exists in the classroom when the teacher cares more for the subject matter than he does for the children. If, for example, the teacher wants the child to learn the consistent pattern of letter-sound-blend phonics but does not care what is going on within him, then the teacher is materialistic. He is valuing the phonics procedure above the child, the outer above the inner. The materialistic teacher fails to realize that how a child feels is more important than what he knows. What he knows is, of course, important; but how be feels controls his behavior. Therefore, as we think of that question, 'Who are the children?' let us keep in mind, "God made things to use and children to love, but we have been using children and loving things."

WHAT SHOULD WE REALLY KNOW ABOUT THEM?

We should know that each child is unique, physiologically, intellectually, emotionally or psychologically, and socially. There never was or ever will be a child like this one. We have to speak of each child separately because each feeds on different substance. The psychological self is fed by the perceptive substance of growth, each child making his own interpretation in the light of his own experience and purpose. Therefore, when a teacher tries to produce uniform understandings in the members of a class, he is doomed to failure because of the very nature of the individual child.

THE WORLD IS MINE

Today, upon a school bus, I saw a lovely little girl
with gold hair;
I envied her--she seemed so gay--and
I wished I were so fair.
When suddenly she rose to leave, I saw
her hobble down the aisle;
She had one foot and wore a crutch, but
as she passed, she smiled.
Oh, God, forgive me when I whine;
I have two feet--the world is mine!!

When I stopped at a store to buy some sweets,
The lad who sold them was so kind
In talking with him--he said to me,
"It's nice to talk with people like you.
For you see," said he, "I am blind."
Oh God, forgive me when I whine;
I have two eyes--the world is mine!!

Then walking down the street, I saw a
child with eyes of blue.
She stood and watched the others play;
it seemed she knew not what to do.
I stopped for a moment, then said: "Why
don't you join the others, dear?"
She looked ahead without a word, and
then I knew she could not hear.
Oh God, forgive me when I whine;
I have two ears--the world is mine!!

While in the library among people and books;
I saw him, holding it high,
Lips in movement, out of focus with his looks,
I said to him, "It must be good indeed." "I don't know,"
Said he, "you see, I am told I can't read."
Oh God, forgive me when I whine;
I can read--the world is mine!!

With feet to take me where I'd go,
With eyes to see the sunset's glow,
With ears to hear what I would know,
To be able to read so that I can grow,
Oh God, forgive me when I whine;
I'm Blessed indeed! The world is mine.

WHAT IS READING?

When we talk about reading most of us feel that reading is the interpretation of printed symbols in the light of our experiences. Perhaps many of you have a different way of defining and describing reading, and I wonder how broadly conceived your definition might be. I'm inclined to feel that if children have physical and sensitive awareness that they have the potential for becoming readers. Further, I like to define reading as, "having the resources to be able to write a check on the world bank of wisdom."

YOU HAVE TO BELIEVE

You have to believe you're a reader,
or reading never comes,
I know the birds chirp nonetheless,
When all they find are crumbs.

You have to believe that the wind will blow,
believe in the grass, the days of snow.
That's the reason the birds can sing;
because on the bleakest days they believe in spring.

You have to believe you're a reader,
it isn't an outward thing.
The spring never makes the song, you see,
as much as the song makes the spring.

One's heart could find content,
if it saw the joy ahead, when it had to read;
For joy is there--
but you have to believe.

WHAT IS OUR RESPONSIBILITY TOWARD CHILDREN AND READING?

School, how many stars are in the skies?
And tell me, how do you read a person's eyes?
And what does a daydream mean and why?
And who is God? And who am I?

School, what is it that makes a human glow?
Be honest, can you tell me
What I'd like to know?
In which book do I look to find ecstacy?
And where is the teacher who can diagram me?

Kati Gordon

Kati Gordon was a sixteen-year old junior from the state of Utah. She wrote this poem in an English class and it won a National Council of Teachers of English Award for creative writing. Not long after she received the award, Kati Gordon was killed in an autombile accident.

TOUCH

It's the human touch of the teacher that counts,
The touch of her hand in yours

That means far more to a fainting heart
Than shelter or bread or scores.

For the shelter is gone when the night is over
And bread lasts a few days
But the touch of the hand and the sound of her voice
Live in a child's heart always.

So much controversy exists about teaching reading methods these days that one might conclude that the sole reason for procreating is to simply get a reader, not a child who is a reader. Those teachers who, by being so fanatical about it, cause most of our so-called reading problems really see themselves as successful teachers by the grade placement scores. The grade placement scores and the fear that if a single child does not learn how to read, fellow teachers will think a weakness in teaching methods exists or perhaps even the competency of the teacher will be challenged. Teachers like this often end up by having "non-readers". I believe that in most cases we cannot prevent a child from learning to read unless we deliberately set about to do so. We teachers are so sure that simply putting on pressure we feel we can bring about any desired result that we seldom realize that this does not always work. Reading is indeed important; it is what one uses in an academic setting whether it be in school or out of school. But how a child feels about his capabilities for reading is more important than how efficiently he reads. A teacher can become a saint or a demon with the reading process. Attitudes, feelings, and emotions control the reading process. So we must strain to help the child read, by conceiving of the matter of the child's environment and personal concerns. This refers to the fact that reading is not just a piece of child, nor a piece of the process itself, but instead concerns the whole child and his regard for how his behavior will be changed and effected. So as we speak of behavior and its effect and change, let us consider behavior, effect, and change with the following vignette.

"QUARTERLY EXAMINATION"

A high bare room, a blackboard room. Six and thirty students. Gloom, gloom gloom. "Here is a stack of paper, Sara. Give it out. Fill the ink wells, Willy. Now watch what you're about. The quarterly's acomin', the grades are almost due. Now here is a chance for questions, 'where, what, who'" Smooth warm blackboards. Scribble, scribble, scrall. Questions ride in whiteness on the squeaking walls. One and two, three, four, five. Five; that question squirmed as if alive. Hands shoot upward. "What is meant by one?" "Read and think it over. You should have begun long ago now, Alice. Get to work now class."

"Questions must be answered or you will not pass." Here comes six--and seven--and eight." Any here which are not too clear? Quick, before too late. Now Johnny don't you understand? Well, never mind and take your place. W-a-t-c-h your margin." Nine, ten; ten long questions. Chalk, chalk, chalk. The quarterly, the quarterly. Teacher like a hawk. Don't you cheat; she will catch you. "Fifteen minutes more." There is not time for thinking, answer question four. Question nine is important, "Eyes ahead." It is too late to answer eight, answer ten instead. "Five more minutes. Watch your punctuation. Make your sentences units of relation." Clang, clang, clang. "That's all that you can do. Hand your papers in at once. Through, through, through.

After having heard 'Quarterly Examination", I wonder if the following excerpt doesn't reveal for you a completely different responsibility toward children and reading.

A Boy's Essay
on Anatomy

Your head is kind of round and hard, and your brains are in it and your hair is on it. Your face is the front of your head where you eat and make faces. Your neck is what keeps your head out of your collar. It's hard to keep clean. Your shoulders are sort of shelves where you hook your suspenders on them.

Your stummick is something that if you do not eat often enough it hurts and spinach don't help none. Your spine is a long bone in your back and that keeps you from folding up. Your back is always behind you no matter how quick you turn around. Your arms you got to have to pitch with and so you can reach the butter.

Your fingers stick out of your hand so you can throw a curve and add up rithmatick. Your legs is what if you have not got two of you cannot get to first base. Your feet are what you run on, and your toes are what always gets stubbed. And that's all there is of you, except what's inside, and I never saw that.

This essay was written by a fourth grade boy some years ago at Bradley Elementary School in Denver, Colorado. In regard to children and reading and responsibility of teachers toward children and reading in this boy's school life, let me give you a brief but interesting history of this boy. I have a personal feeling of pride as

I relate this story to you. The boy who wrote this essay is Gary Moore, no longer a boy, but now a man. I did not teach in Gary Moore's school, but I was Gary Moore's first football coach in the Denver Young America League and I travelled from my school practically to the other end of the city each afternoon to coach this young group of boys, Gary Moore was a fourth grade youngster and he had aspirations as a fourth grader of becoming a doctor some day. He was a good student through elementary school, junior high school, and high school; he was also an exceptional athelete both as a football player and as a baseball player. He accepted a scholarship to the University of Texas to play football, and was for three years an outstanding defensive back for the Longhorns, and upon graduation with a degree in chemistry with eyes toward entering medical school he signed a baseball contract with the Los Angeles Dodgers, and at the same time attended medical school during the off-season at U.C.L.A. When Gary realized that becoming a doctor was closer to reality than becoming a major league baseball player he pursued his studies in the area of medicine full time and eventually received his Medical Degree. He has served his internship and is now a captain in the Air Force serving as a doctor in their medical unit. He felt so obligated to the University of Texas for having received his education on a scholarship that he gave to the university fifteen thousand dollars from his baseball bonus money as a thank-you gesture. He felt so obligated to the Dodgers for having received the bonus money and not fulfilling the aspirations of his and theirs of becoming a major leager that he has volunteered his services to the Los Angeles Dodgers whenever possible as an orthopedic surgeon. Sure, Gary is one in a million, but he is the result of some teachers who have been natural with children. You see, being natural with children is a very precious thing; it is a joy of life. It is regrettable that so many teachers do not know how to enjoy it. The quality of being natural is an asset to a teacher, for the learners in turn also become natural and open. The teacher who threatens and behaves in a distrustful manner causes children to close up. In communication, the business of teaching becomes much more difficult because children are quick to detect hostility as well as love. They soon see the difference between a teacher who is a helping person and one who is a threatening person. They are drawn to the one and repelled by the other. Gary Moore is the result of teachers prizing individuality, not deploring it. Look what they have produced!

Well, fellow educators, as I think about children and reading, I can't help but feel pensive as I near the close of my remarks. I can't help but wonder have I said the right things, the best things, and given you people meaningful experiences, truthful knowledge and coverage. How wonderful is it to be a teacher? How truly important is that job? Do I know the significance of being a teacher of teachers? How humble a being am I in God's world? How important is it to help those who in turn will be molding minds and bodies? Truthfully, I am frightened and I pray for guidance.

As I look among you, I realize there are hundreds of years of experience in this audience. I am speaking before all types of backgrounds, and you possess all types of facilities. There are all types of human experiences present here today. What would happen if we could harness all of these together to provide more help for our children in the business of reading? Is this humanly possible?

As I am about to leave, I feel that what I have said today is so much, and yet so little. Time is too short, and a lifetime is a mere drop in human goals and objectives. No one person is indispensable. I've said so much to you today, and yet not enough.

I leave you these humble ideas. When you sometime look over your program recall your experiences from today, and perhaps the "sincere, good intentions" will stick out more than the actual experiences. I leave you the responsibility of faith; develop it within yourself and help others to find and use it.

I leave you the responsibility of being an individual-realizing your maximum potential-physically, intellectually, emotionally, socially, and morally.

I leave you the responsibility of creativeness-realizing that man can give to others what little he has, if man is given the time, encouragement, the tools through which he can express himself-no matter how simple or trivial they may seem.

I leave you the responsibility of love-loving yourself, loving your children, loving your job, loving books, loving human experiences, loving every precious moment of life itself, and feeling the cozy-warm-snugly feeling of security and contentment that love brings to all-when we know we are loved, and love for the language to express it.

I leave you the responsibility of inspiration-realizing that all men aren't created equal in tastes, modes of fashion or behavior-but that everyone is a stylist in the magnificent architectural structure of thought and ideas-the temple of human integrity and dignity-for everyone has something to say-and it is worthwhile. Be inspired to speak! Be inspired to learn!

I leave you the responsibility of understanding-realizing that perfection is an illusive dream leading only to frustration and anxiety. We are what we are! Accept us all and help us to gain self-understanding and insights.

I leave you the responsibility of being truly professional-regard and hold high your responsibility to the world. Regard and hold high your place to your nation, your community, your families, and your students! Remember that the teaching profession is the greatest of all

professions. Be prepared in thought, ideas, and physical being-be prepared in training-to meet the new challenge in this ever-changing, progressing, peace-striving world. Let truth and knowledge be your eternal goal-helping each individual to find his truth and his knowledge in his world. Continue to attend conferences, classes, institutes, workshops, drive-in conferences and whatever seems important to you in looking for new ways to do your job more effectively.

I leave you the responsibility of fostering ideals-the art of living is but a modification of the process of existing. There is a difference, and the degrees of "living" are value, spice, romance, adventure, and laughter, to daily routines. And yet-and this is a real yet-we must help ourselves find the right ideals-ideals within our range of capabilities and experiences.

I leave you the responsbility of evaluation: evaluate yourself; evaluate your objectives; evaluate your materials in accordance with your needs; evaluate your methods of instruction; evaluate your manner, your attitude, your position.

It is imperative, too, that you evaluate beginning right now and every moment of your daily life.

I leave you the position of being a very important person-whereby you will find security in knowing that you are a person of integrity, prestige, and of infinite value.

I feel that as I come to a close, you must surely be thinking what rudimentary, romantic garbage. He's giving us more of those abstract ideas that we usually pick up in the typical Education course. But life and education are both abstract, requiring a philosophy, a belief, a faith, a remembrance of the values of being an individual, and appreciation of man's creativeness and inventiveness, a feeling of love and an awareness of how to give it and how to receive it, a challenge of inspiration, a heartful of understanding, a pride in being a teacher, a sense of leadership and guidance in fostering ideals, an awareness of the needs and the means of evaluation-yes-these are all requirements, all abstract, but only you, your living and doing, your teaching and learning, can turn these abstract terms into concrete forms of accomplishment.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. If you are ever accused of being "a great teacher" ask yourself if there's enough evidence to convict you.

Now as a parting good-bye I have two last reminders for you. Don't forget the IRA Convention in Denver from May 1-4. We want to see you there, and I guarantee you those natives from the high country

of Colorado will provide you with the charm and preferential treatment of which you are most deserving.

My second reminder is for your immediate benefit:

I love a finished speaker,
I really and truly do.
But I don't mean one that's polished,
I mean one who is through.